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ABSTRACT

This catalog contains information on 272 adult education projects conducted during fiscal year 1981. The projects are grouped in the following 20 categories: administration, adult basic education, adult performance level/life skills, assessment/testing, community linkage, competency-based adult education, corrections education, counseling, dissemination/diffusion, employability, English as a second language/bilingual, evaluation, general educational development, high school diploma, learning disabled, older adults, recruitment, staff development, tutoring, and women. For each project, the title, contact, objectives, descriptions, funding information, target audience, product, and evaluation are provided. Two appendixes contain (1) cross indexing of projects and (2) more than 150 products created by adult education projects during the year. (KC)

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CLEARINGHOUSE ON ADULT EDUCATION

UNITED STATES DEPARTMENT OF EDUCATION
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CATALOG OF ADULT EDUCATION PROJECTS

FISCAL YEAR 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INTRODUCTION

The Catalog of Adult Education Projects for Fiscal Year 1981 is the fourth in a series of annual listings of special adult education projects. It is designed to keep the field informed about recent developmental activities funded by states under Section 310 of the Adult Education Act.

This year's catalog contains a number of improvements — recommended by state and local practitioners -- that we believe will enhance its usefulness. While the number of catagories has been expanded to make subjects more definitive, some overlap remains because many projects cover two or more topics. Appendix 1 deals with this by cross indexing.

Appendix 2 lists over 150 products of all kinds created by adult education projects during the year. Some projects have identified exactly how their products may be obtained, but most have not. To search for products, please use the project contact as a starting point.

We hope you find the catalog useful. If there are questions or suggestions about the publication, please contact the Clearinghouse on Adult Education in the Development and Dissemination Branch/OVAE of the U.S. Department of Education.

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ADMINISTRATION

TITLE Project CO-OP, Phase II

CONTACT Paula Jacob-Kraft (504) 342-3510
Administrative Officer
Bureau of Adult and Community Education
Baton Rouge, Louisiana 70804

OBJECTIVES

To continue cooperation between the Bureau of Adult and Community Education and other state agencies which serve undereducated adults; to develop a model of local AE program cooperation and coordination with local public agencies using East Baton Rouge Parish as the site; to promote a greater public awareness of adult education programs throughout the State; and to disseminate information about the local model in East Baton Rouge Parish to other local adult education programs and state agencies.

DESCRIPTION

The project director has conducted follow-up meetings with the state agency representatives to inform them of the pilot project in East Baton Rouge Parish. These state agencies are serving as catalysts for getting their local offices to establish cooperative and coordination efforts with local adult education programs. Telephone contact, in-office visits, written correspondence, and other such contact with the agencies is being maintained on a continual basis. Areas of participation include mutual attendance at agency-sponsored conferences and conventions; joint planning; the sharing of publications, mailing lists, staff expertise, etc. The East Baton Rouge Parish adult education staff is documenting its cooperation and coordination with local agencies so that the information can be included in the directory. Written material on the adult education program has been disseminated statewide to state agencies as well as their local branches.

FUNDING:

$42,585 October 1980 - October 1981

TARGET AUDIENCE

Administrators from various state agencies including education

PRODUCT

The project will result in a directory of state agencies and their services.

EVALUATION

Throughout the project year, the director will make detailed notes of the progress that is made toward agency cooperation in East Baton Rouge Parish. The positive and negative aspects of the project will be noted to determine the areas of weakness and need for improvement. Letters of correspondence, minutes of meetings, services to adult education students, cooperative agreements with agencies and written action plans will serve as further evidences of the activities of the project.

The State Department of Education requires that all of its unclassified employees prepare written performance objectives for an entire fiscal year. On a quarterly basis, each employee is evaluated by his or her immediate supervisor to determine whether the performance objectives have been met. The project director will report directly to the Bureau of Adult and Community Education concerning the status of Project CO-OP, Phase II.

TITLE Program Improvement AD-2

CONTACT Carolyn McCord (503) 479-5541
Assistant Dean
Rogue Community College
Grants Pass, Oregon 97526

OBJECTIVES

1. Improve data collection system for ABE/GED/ESL/AHSD Program through use of microcomputer for data collection and reporting.
2. Development/adoption of materials, including computer software, for career advising, low level reading, and English as a second language.

DESCRIPTION

The following was accomplished:

1. A microcomputer was purchased for use in project.
2. Software was developed in cooperation with Chemeketa Community College.
3. The software was field tested, improved, and final product adopted for recordkeeping.
4. Materials were developed or acquired which expanded use of computer to aid instruction.

FUNDING

$4,706.59 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators

PRODUCT

Computer program for data collection, forms utilized, instruction manual developed. The primary users of the project would be Oregon Community Colleges with similar data collection needs. Colleges from other states may find program useful if data collection needs are similar.

Computer software available through Dr. Robert Clausen, Oregon State Department of Education, 700 Pringle Parkway SE, Salem, Oregon 97310 for cost of dissemination.

Copies of forms utilized at Rogue Community College available without charge from Carolyn McCord, Assistant Dean, Rogue Community College, 3345 Redwood Hwy, Grants Pass, Oregon 97526.

EVALUATION

Accuracy of data was verified by a manual back-up system during the first year. Computer system resulted in saving of clerical time and more accuracy and consistency in reporting.

Over 2,000 student records were involved in the field test.

Results were mostly derived in savings of staff-time which resulted in more teacher-student contact being available, reduction in clerical assistance required. Student interest in computer assisted instruction was generated.

TITLE Adult Basic Education Computer Assisted Recordkeeping System AD-3

CONTACT Colleen Owings (503) 399-5216
Assistant to Associate Dean of Developmental Education
Chemeketa Community College
Salem, Oregon 97309

OBJECTIVES

1) To purchase an Apple computer and necessary supplies (paper, disks) to allow for the computerizing of the Adult Basic Education reporting system.
2) To share computerized ABE recordkeeping system with other Oregon programs and with the Region X consortium.

DESCRIPTION

1) Hire programmer to computerize ABE recordkeeping system.
2) Develop a User's Manual which would explain how to implement the recordkeeping system.
3) Present the newly developed program to Oregon ABE Directors, and to NWRL four-state consortium board.
4) Assist Rogue and Umpqua Community Colleges in implementing the system at their own centers.

FUNDING

$3,800 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Associate Dean of Developmental Education); and Paraprofessionals

PRODUCT

1) Programmed computer disks that will contain the ABE recordkeeping system.
2) User's Manual that will explain how to implement the system.
3) Trained staff that can train others to implement the model system.

EVALUATION

The ABE computerized recordkeeping system will be developed and piloted at Chemeketa Community College, a large community college. The system will also be piloted at Rogue, a small community college. Difficulties with the computer program will be straightened out at the two pilot sites before implementing the system at other sites. If the computerized system stores and prints out accurate reports in an efficient manner, the system will be considered a success.

TITLE ABE Recordkeeping AD-4

CONTACT Carol J. Evans (503) 657-8400
ABE Director
Clackamas Community College
Oregon City, Oregon 97045

OBJECTIVES

1) To improve recordkeeping for ABE components: ABE, GED, AHSD, ESL, and expending satellites.
2) To register, add/drop students, and to keep a current student roll.
3) To facilitate data accessibility for reporting purposes.
4) To increase student followup effort.
5) To insure more effective use of staff time.

DESCRIPTION

Through the purchase of an Apple 2 system, the comprehensive ABE program will be able to process accurately an estimated 2800 students. ABE staff will receive instruction pertaining to computerized recordkeeping and "computer literacy" at college inservice workshops. Staff training will ease the transition from the time-consuming manual recording to a flexible, time-efficient management system.

During fall 1980 the ABE secretary took an Introduction to Computers course; in addition, she has enrolled in a BASIC programming class for summer 1981. Her knowledge will enable us to know what's possible and feasible conerning the Apple 2.

FUNDING

$7,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Director, ESL Project Director); and Counselors

EVALUATION

Improved recordkeeping will be evidenced by availability of data as well as better use of staff time. Familiarity with more accurate program information may indicate patterns in attendance, population served, GED completions, individual improvements, and followup studies.

TITLE Implementation of State Plan and Special Projects Task Force Meetings

CONTACT Erma D. Keyes (717) 872-3477
Director
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

1) Defray expenses incurred in conducting task force meetings.
2) Support planning, management, and reporting functions which facilitate work of the task forces.

DESCRIPTION

1) Identify and procure sites for task force meetings.
2) Effect payment of costs incurred.

FUNDING

$13,200 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (306/310/Business); Counselors; and Volunteers

PRODUCT

1) State Plan for Adult Education to be developed.
2) PA's 310 priorities for 1981-82.

TITLE Management Information System for Adult Education AD-6

CONTACT Doug Goodgame (713) 845-5110
Research Specialist
Occupational Research Division
Industrial Engineering Dept.
Texas A&M University
College Station, Texas 77843

OBJECTIVES

The objective is to enable local agencies to develop year-end MIS data bases to do program evaluation and planning activities.

DESCRIPTION

The strategy to accomplish the above objective is to:
1) Develop an optically scannable reporting form which co-ops can use to record student data.
2) Prepare data processing programs to produce summary statistics to use in local program evaluation and planning.
3) Orient field staff in using forms and developing custom data for local evaluation and planning.

FUNDING

$10,000 July 1, 1980 - June 31, 1981 (Continuing Project)

TARGET AUDIENCE

Classroom Teachers and Administrators

PRODUCT

The product will be:
1) An optically scannable form for recording student data.
2) Computer routines to scan and process data for developing summary statistics.
3) Workshops to acquaint users with the form and procedures for developing local management information systems.

EVALUATION

The evaluation will follow a field test which will occur in the next funding year.

The field test will evaluate the utility of MIS data in enhancing local program planning and evaluation.

ADULT BASIC EDUCATION

TITLE Basic Adult Reading Skills of Selma Program (BARSS) ABE-1

CONTACT Devonne Torrey (205) 872-2533
Director/Instructor
Selma University
Selma, Alabama 36701

OBJECTIVES

To teach drop-outs to perform reading tasks which will relate to their occupational employment demands; to prepare drop-outs for higher education; to improve students' reading habits and response by using the "Main Idea Reading Kit;" to effect the removal of at least half the participating adults from welfare rolls; to increase the number of parents who will: a) gain skills to help their children with school work and; b) demonstrate marked improvement in home management skills and grocery shopping; to involve drop-outs in policies and principles to be established by this program; and through achievement of learning (reading) skills the drop-outs will be prepared to take and pass the GED test.

DESCRIPTION

While getting drop-outs to perform successful reading tasks which will relate to occupational employment demands the following materials are used: a) Self-directed Program for Individualized Reading and Learning; b) Main Idea Reading Kit; c) Reading Step-by-Step (duplicating material, also film-strip set); d) AIMS-Basic Reading Kit; e) Outline Maps (transparencies); and f) Individual Pupil Workbooks-Basic Reading Units. The Speed Phonics Kit is also used for basic knowledge of sound patterns in vowels and consonants. MCP Phonics Workbooks-sequenced skill development and stimulating activities are combined. Basic Essentials of Mathematics, Parts 1 and 2, enables the student to master basic mathematical concepts and skills in a minimum amount of time.

FUNDING

$14,750 August 1, 1980 - July 31, 1981

TARGET AUDIENCE

Drop-outs; Older Adults; Women; and Unemployed

PRODUCT

Students will obtain reading skills and GED prep skills whereby they can take and pass the GED exam. Parents will comprehend work whereby they can assist their children with their homework. Adults will also obtain life-coping skills which will aid them in their everyday life activities.

EVALUATION

Pre-test Outlined--Pretest and review: a) pretest for prerequisite concepts and b) review by asking questions which require the identification of prerequisite concepts. Presentation and Practice: a) Demonstrate the principles of reading, mathematics, phonics and life coping skills and b) require the student to demonstrate his knowledge of the principle.

Post-test--Reflect what the student has learned; be given at intervals to see whether or not the students are progressing and for reinforcement; be given as the last test of evaluation to determine reading skills gained; as a result of successfully passing the GED test the learner will be given the High School Diploma.

TITLE Project 310 (Magnify Optical Reading Enhancement)

CONTACT Debby Woods (205) 325-5611
Adult Education Coordinator
Jefferson County Board of Education
Birmingham, Alabama 35233

OBJECTIVES

1) To assess the reading efficiency of approximately 650 adults in Jefferson County using the reading eye camera.
2) To refer and/or enroll 75% of these adults in educational programs to improve their reading skills.
3) To decrease illiteracy in Jefferson County of the adult population.
4) To improve the reading speed, the vocabulary and the reading level of adults who have some reading abilities as well as those who have no reading skills.

DESCRIPTION

The approach taken by this project is based on one developed by Educational Developmental Laboratories, a division of McGraw-Hill. This involves the use of reading machines which project images that are useful for exercising the learner's eye and perceptual mechanisms. The machines also project stories which can be varied in speed according to needs of the learner. The eye exercises improve the perceptual accuracy and visual efficiency while the stories provide actual reading experience. Currently in the project we have programs at seven locations in the county serving a total of 150 learners. These learners are grouped into classes of five-20. We try to group learners according to their present reading abilities. Classes are run in 8 week segments each of which raises the learner's reading level one grade if completed successfully.

FUNDING

$13,860 September 1980 - March 31, 1981

TARGET AUDIENCE

Educational Level (Prefer at least Level A-Grade 1, but we do serve nonreaders on 0).

EVALUATION

1) The basic diagnostic assessment tool is the EDL Reading-Eye II Camera. This device graphs the learner's eye movements as he/she reads. By determining how long it takes the subject to read a standard 100 word reading selection, and noting the fixations and regressions made by the eyes while reading, we arrive at a very accurate analysis of his/her skills. By comparing eye movement analysis records, before and after training, progress is revealed. Also during training, comprehension tests accompany every test lesson and serve to monitor the learners ability to keep up with the progress of the group.
2) The program seeks to: a) decrease the time necessary for reading; b) decrease the number of fixations and regressions necessary for reading; c) increase the quality of printed words the learner can take in with each fixation; and d) decrease (generally) the time each fixation takes. All of these parameters are measured by using the Reading Eye Camera.

TITLE Continuation of Adult Basic Education Program ABE-3

CONTACT Lorenda J. Gibbs (205) 923-2771
Coordinator
Miles College
5500 Avenue G
Birmingham, Alabama 35208

OBJECTIVES

The purpose and objectives of the Miles College Adult Basic Education Program are: a) to meet needs of those adults who are not high school graduates; b) to evaluate the educational standards of the community; c) to improve socio-economic living conditions of poor and unemployed persons through education for employment; d) to give assistance to Birmingham/Fairfield school administrators, principals, teachers and parents, in raising the literacy level of adults who are under-educated; and e) to explore learning techniques through workshops, forums, and conferences.

DESCRIPTION

The ABE Program at Miles College is currently operating at six separate centers. For staff development projects we have workshops at the beginning and ending of the school term. Inservice meetings are held monthly for the purpose of letting each teacher demonstrate his/her method of teaching slow learners, retention and evaluation used.

FUNDING

$15,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black); Older Adults; Women; and Unemployed

EVALUATION

As student reaches an objective in his progress he will be tested with diagnostic tests to determine his actual level of comprehension and achievement. He will be given new, higher goals or given specific instructional attention where needed. Evaluation tests are California Achievement Tests.

TITLE FACTS ARE
(Folklore and Anecdotal, Cultural Tales
to Stimulate Adult Readers' Enthusiasm)

ABE-4

CONTACT E. L. Taylor
Director
Flagler County School Board
Bunnell, Florida 32010

(904) 437-3356

OBJECTIVES

To establish a relationship between historical type atmosphere dealing with tall tales and folklore and the heritage of the ABE student. This project also hopes to stimulate the reading level and interest of the adult student.

DESCRIPTION

Community interaction, student involvement through interviews and research to locate, record and develop suitable material for the reader.

FUNDING

$3,700 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Afro-Americans); Educational Level (ABE 8th); Rural Residents; and Adults with Limited English Language Skills

PRODUCT

Adult Reader

EVALUATION

Student evaluations, committee evaluations, and field-test evaluations.

TITLE Jefferson County Adult Reading ABE-5

CONTACT Sharon Darling (502) 361-1364
Project Coordinator
Jefferson County Board of Education
Louisville, Kentucky 40213

OBJECTIVES

Develop a model literacy program based on interagency cooperation to serve the least educated and most in need; develop and refine the most effective techniques for teacher training, student recruitment, student retention, instructional strategies and program design to serve non-reading or semi-literate adults; and conduct research on academic advancement in comparison to type material used, class scheduling, race, sex, hours of instruction, employment status and last grade completed to further refine a model literacy program.

DESCRIPTION

Recruitment of urban adult students reading below 4.0 was accomplished through public service announcements and interview shows on electronic media, free newspaper coverage, presentations at community meetings, paycheck inserts in industry and government employee paychecks and neighborhood canvas; recruitment in target areas utilized a team of business leaders, teachers and former students; students were accepted through 5.9 reading level; teacher training consisted of one week session and monthly inservice training sessions. Training modules available upon request; all students were evaluated and referred to existing ABE programs if reading level exceeded 5.9; forty classes were established serving 525 students; classes were offered in 30 locations at varying time schedules including Saturday; and fifty volunteers were recruited, trained and assigned to classes to work in small groups or one-on-one.

FUNDING

$70,123 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-4 Grade); and Urban Residents

PRODUCT

Slide presentation: Reaching and Teaching the Illiterate Adult. This presentation is best used in teacher training, community awareness and dissemination for other areas establishing literacy program. The presentation depicts the problems and frustrations of a non-reading adult and the successful methods of a program used to overcome the problems of illiteracy; materials assessment: the assessment contains a descriptive analysis and recommendations for usage and correlation of Level I reading materials. Useful for practitioners and administrators; and video tape presentation: The Illiterate Adult in A Literate Society.

EVALUATION

The method used for evaluating the impact of the program is an individual survey developed for use by the adult reading program; the impact of the student awareness component is evaluated by student enrollment and information concerning how each student became aware of the program; community commitment is evaluated by volunteer recruitment and commitment, monetary contributions and input and referrals from other civic/social/-business organizations; and a causal comparative study has been conducted on other project components.

TITLE Home-Based Computer Assisted Adult Education ABE-6

CONTACT Dr. Rolland Broussard (318) 264-6000
University of Southwestern Louisiana
USL, Box 41008
Lafayette, Louisiana 70504

OBJECTIVES

The development of a home-based computer assisted instruction delivery system for use with undereducated adults; preparation of a curriculum guide for instructors which will correlate computer program lesson material with commonly available resource materials in adult education programs in Louisiana, including APL material; determination of the effectiveness of computer assisted instruction in a normal adult education context; and field-testing of the home-based computer assisted instruction delivery system developed in the first objective.

DESCRIPTION

The approach developed will emphasize the use of adult educators for instructional purposes complemented by computer resources with accompanying programs to assist the instructor in providing and managing the learning experiences of the adult student. An attempt will be made to determine the feasibility (pilot and demonstrate) of using computer technology with various types of adult education students on a homebound basis with minimal class attendance or completely homebased with the service of a roving teacher. The project will utilize the computer technology and curriculum of the Computer Curriculum Corporation of Palo Alto, California. The time period for conducting the project's activities will be three years and divided into three phases. The special project grant will consist of Phase I of the project only. During this first phase, the pre-home-based planning and piloting activities will be conducted with a part-time class of ABE and GED adult education students. At that time the staff will be determining the appropriateness and applicability of computer assisted instruction for use with adult education students. The adult education program will establish and conduct a normal, part-time adult education class for five hours per week. Approximately 15 to 25 students will be enrolled.

FUNDING

$12,500 November 1, 1980 - October 31, 1981

TARGET AUDIENCE

Educational Level (ABE and GED Levels)

EVALUATION

The first three objectives of the project will be accomplished during Phase I. Objectives One and Two will be evaluated via professional judgment of the quality of the delivery system and curriculum guide developed. Since the system and the guide are for use in Phase II and III, their adequacy cannot be determined until the completion of these two phases. Basically, the development of a delivery system and a curriculum guide will constitute the successful accomplishment of Objectives One and Two. Objective Three will be evaluated by comparing the performances of the adult education students enrolled in the computer assisted instructional program with regular adult education students in Lafayette and in the state. Measures conventionally collected from the regular adult education students will also be determined for the students involved in the project. A common measure collected is grade equivalencies. Equal or greater performance by the students in the project will constitute successful accomplishment of Objective Three.

TITLE Improving Adult Education Instruction
in Mathematics and Language Arts
Through Computer-assisted Instruction

CONTACT Ted Gullatt (504) 687-4341
Assistant Superintendent
Iberville Parish School Board
Plaquemine, Lousiana 70764

OBJECTIVES

1) To evaluate and place participating students in appropriate levels of instruction in math and language arts using the California Achievement Test.
2) Students will receive instruction on the operation of the student computer consoles and will be placed in prescribed learning levels as was determined by the results of the California Achievement Test.
3) The student progress will be individually monitored and reviewed, and results recorded by the teacher using the master console.
4) The student will receive immediate encouragement, direction and reinforcement by interacting directly with the computer through the use of individually prescribed activities and lessons which have been designed to achieve progress and remediation.
5) By the end of the session, students in the program will show marked improvement in the areas of math and language arts as will be evidenced by post-California Achievement Test results.

DESCRIPTION

The California Achievement Test will be administered at the beginning of each school session to all adult education students. These results will serve as a basis for evaluating student progress through computer assisted instruction. Students in the Plaquemine area will receive CAI. Students in adult education in other areas of the parish will not receive CAI and will serve as the control group. Students will receive instruction on the use of the computer consoles as a teacher aide. Following this instruction they will be placed at varying levels in math and language as determined by the results of pre-testing. The teacher will be able to monitor student progress via the master control as well as evaluate student progress from recorded results of student work an individual conferences. The student will receive messages from the computer as messages are made as well as receiving immediate results on tests taken or work completed. Through both student interaction and with the teacher, immediate reinforcement and guidance will result. At the end of the school session all adult students will be given the California Achievement Test to serve as a post-test. This will assist the teacher in measuring student achievement during the year. A comparison of GED results will further assist in this evaluation.

FUNDING

$14,595 November 1, 1980 - June 1, 1981

TARGET AUDIENCE

Rural Residents

EVALUATION

In order to assess the extent to which the project's objectives are accomplished, the project director will evaluate all phases of project development to include: analysis of data and subsequent reporting; evaluation of the equipment's performance; evaluation of the software with respect to ease of use by the teacher and student and with respect to meeting the needs of the students; to recommend project expansion and continuance based on outcomes; and feasibility of utilizing CAI with adult students will be ascertained by making a comparative analysis of the achievement of student using CAI and the students receiving regular classroom instruction. A detailed final report will be written and submitted to the Department of Education.

TITLE Improving Reading and Math Skills for Undereducated Adults ABE-8

CONTACT Mrs. Nomie D. Farley (318) 247-3155
Project Director
Grambling State University
Grambling, Louisiana 71245

OBJECTIVES

1) Through the use of surveys and interviews, the participants will be assessed and curriculum kits will be developed for each participant.
2) Given lessons in addition, subtraction, multiplication and division, the undereducated adults will improve their basic mathematical skills.
3) As a result of the lessons involving making shopping lists, adding bills, and counting money, the undereducated adults will be able to master these skills.
4) As a result of lessons, participants will be able to solve problems dealing with simple interest, payrolls (total wages and deductions), income tax and simple electric circuitry.
5) As a result of the lessons, participants will be able to use the skills that are needed in the metric system for daily living.

DESCRIPTION

Adults will participate in a planned program that will prepare them to function more adequately in taking care of their daily needs and in performing adequately on their jobs. This will be accomplished through the use of prescriptive and individualized teaching methods in reading and mathematics. The project director will set up and direct a center-based adult education program. A simple teacher-made test will be administered to each participant. From this test it will be decided at which level of work the student should begin. A follow-up test will be given at the end of each instructional period to measure the degree of growth that each participate has made.

FUNDING

$32,793 November 1, 1980 - October 31, 1981

TARGET AUDIENCE

Minority Enthic Group (Black); Older Adults; Educational Level (Grades 0-8); and Rural Residents

PRODUCT

An individual curriculum kit will be developed for each participant.

EVALUATION

Adult education teachers will be required to complete the Teachers Monthly Payroll Report. This report calls for a listing of the number of students served and the grade level at which each is performing and the number of student hours attended. This report shall be forwarded to the project director who will in turn forward the information to the Bureau of Adult and Community Education. The teacher-made tests will be another measure of student performance.

TITLE Adult Education Support Staff Self-Development Project

ABE-9

CONTACT Dr. Richard A. Etheridge (601) 325-3041
Professor, College of Eduation
Mississippi State University
Mississippi State, Mississippi 39762

OBJECTIVES

1) Assist support staff personnel of MSU in gaining basic skills in reading, writing, and computation in order to a) increase grade level performance; b) increase job skills; and c) gain skills in interpersonal relationships.
2) Provide ESL classes for those support staff personnel not conversant in English language.
3) The project will provide a demonstration laboratory for students preparing to become teachers of adults and will develop materials which may be used by other adult educators throughout the state.

DESCRIPTION

Individualized instruction, peer tutoring, demonstrated teaching, group discussions, and other appropriate techniques and methodologies will be employed to meet the aforementioned objectives.

FUNDING

$6,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Indian); Educational Level (Level I); Rural Residents; and Adults with Limited English Language Skills.

PRODUCT

Instructional material (teacher-made) which will be targeted to Level I - adult learner and the ESL-ABE student. Products will be best utilized by Level I student in a learning resource center and by small group and individualized instruction in a traditional classroom setting.

EVALUATION

Currently available tests for which reliability and validity have been established for the adult basic education student will be used as pre-test and post-test measures of academic achievement observations and checklists will be used to determine competency in the affective domain, specifically in group interaction and interpersonal relationships.

TITLE Pilot Project in Computer Assisted Instruction
for Adult Basic Education Students

ABE-10

CONTACT Elizabeth Buckley (516) 482-8650
Director
Adult Learning Centers
Great Neck Public Schools
Great Neck, New York 11021

OBJECTIVES

Computer Assisted Instruction was introduced into the Adult Basic Education Program of the Adult Learning Centers for Adult Basic Education students in order to promote greater cognitive growth in reading and mathematics, to increase the amount and quality of student contact with the Adult Learning Centers and to bring about more self-directed learning styles and improved attitudes towards learning.

DESCRIPTION

All students are tested upon entry into the program. Those students who score between third and seventh grade levels in reading are directed to utilize Computer Assisted Instruction as one component of their study program. Participating students are expected to utilize Computer Assisted Instruction for a minimum of 5 total hours over the course of the school year. The time will be divided between the study of reading, language arts and arithmetic according to the particular student's needs.

FUNDING

$60,795 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Students who have not completed HSE and have less than 8th grade skill level); Urban residents; Adults with Limited English Language Skills; and Unemployed.

EVALUATION

1) The CAI "experimental group" will consist of at least 150 Adult Basic Education students who will utilize CAI throughout the school year. Approximately fifty percent of these students will primarily attend and study in individualized learning laboratories and the other fifty percent will primarily attend and study in group classroom settings. The target population will consist of undereducated adults of various ethnic and academic backgrounds ranging in age from 17 to 80.
2) The study is designed to generate insight on the effect, both cognitive and affective, of Computer Assisted Instruction on Adult Basic Education students. All educational objectives will be measured utilizing: time records automatically computed by CAI, California Achievement Test results, attendance figures, and responses to student questionnaires.
3) Results of all previous evaluations have been extremely positive.
4) The use of a CAI system has proved to be effective with undereducated adults functioning below the 8th grade level in both individualized and group instructional settings.

TITLE Writing Skills Curriculum for Adult Students ABE-11

CONTACT Dr. Bonne August (212) 643-2666
Project Director
New York City Technical College, CUNY
Division of Continuing Education
300 Jay St. - CE 503
Brooklyn, New York 11201

OBJECTIVES

Develop curriculum for teaching general and applied writing skills to adult students reading 0-8th grade level.

DESCRIPTION

1) Form Advisory Board.
2) Survey relevant literature.
3) Visit and correspond with ABE programs and with experts in teaching writing.
4) Develop preliminary curriculum.
5) Circulate curriculum for field response.
6) Revise curriculum and prepare for printing.

FUNDING

$15,000 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Hispanic); and Educational Level (Literacy, ABE, Pre-GED)

PRODUCT

Curriculum includes overview of process of teaching writing; analysis of generic and applied writing skills; suggested syllabi; detailed discussion of components of a writing program; and list of resources.

EVALUATION

1) Advisory Panel submitted comments at outline stage.
2) Preliminary curriculum is presently circulating for field response.
3) Response sheet to be included in completed curriculum.
4) Should project be continued, to provide technical assistance to teachers, a more elaborate plan would be developed, to evaluate the curriculum on the basis of effectiveness with students.

TITLE Adaptor/Adopter Grant; RACC ABE/ESL

CONTACT Dr. Gust Zogas (215) 372-4721
Dean
Reading Area Community College
Reading, Pennsylvania 19603

OBJECTIVES

To adapt/adopt 310 produced materials to some RACC, ABE and ESL classes.

DESCRIPTION

The materials requested will be used in those classes that have already modified their traditional approaches to the "content area" approach as well as in other classes that have not yet made that shift. A course of study, written by Elaine Smeltz, Pat Woodring, and Fred Heffner, has been written (available on request) to incorporate the content area approach to ABE and its concommitant materials.

FUNDING

$1,360 September 1980 - June 1981

TARGET AUDIENCE

Minority Ethnic Group (Hispanic, Indo-Chinese); Educational Level (Pre-GED); Urban Residents; Adults with Limited English Language Skills; and Unemployed

EVALUATION

The materials used in this project will be evaluated by the instructors using them in ESL and ABE courses. A placement test for non-English speaking students has been designed and implemented by one component of RACC's Adult Education Program. This test is used as both a pre- and post-test instrument. After the materials have been in use for an appropriate length of time, the effect of the Adaptor/Adoptor materials should show up on post-test results. However, the primary evaluation of the materials will occur through instructor evaluation.

TITLE Basic Educational, Social, Economic, and Life Skills for Needy Parents of Children Enrolled in Greenville

ABE-13

CONTACT Dr. John Johnson (615) 638-8138
Project Director
Greenville City Schools
Greenville, Tennessee 37743

OBJECTIVES

1) Basic skills teaching in math and reading.
2) The teaching of parenting skills.
3) The provision of individual attention.
4) To develop self-confidence and desire.

DESCRIPTION

Objectives will be achieved through the teacher/counselor position, the inclusion of a two-day week center approach where parents come together for instructional purposes.

FUNDING

$15,000 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Undereducated) and Urban Residents

TITLE Retention and Transition of GOAL/ABE Students ABE-14

CONTACT Lois Gilliland (715) 675-3331
Supervisor
North Central Technical Institute
Wausau, Wisconsin 54401

OBJECTIVES

Objectives of the project activites are as follows:

1) To determine if special attention through guidance and follow-up activities does increase the retention of GOAL/ABE students performing a the 0-4 educational level upon entry.
2) To determine if special attention through guidance and follow-up activities does increase the retention of GOAL/ABE students who enter vocational programs.
3) To determine if factors such as sex, age, economic status, agency affiliation, education, and coping problems have an effect on retention.

DESCRIPTION

Sixty GOAL/ABE students testing at the 0-4 instructional level in reading or mathematics were selected. Through random selection process, 30 students were designated for the experimental process and 30 students for the control group. Appropriate guidance was given to the experimental groups concerning coping, educational and career problems. No special treatment was administered to the control group. The two groups were evaluated by comparing: a) their pre- and post-test scores in reading and math practices; b) their attendance patterns; and c) their rate of entry into occupational programs at North Central Wisconsin Technical Institute.

FUNDING

July 1, 1980 - June 30, 1981

PRODUCT

A final report was prepared showing a comparision of the 0-4 educational level control and experimental groups. The report indicated differences in attendance between the groups with the special guidance/follow-up attention and the control group. Findings were analyzed to determine reasons for differences.

TITLE Microcomputer Instruction for GOAL/ABE ABE-15

CONTACT Lois Gilliland (715) 675-3331
Supervisor
North Central Technical Institute
Wausau, Wisconsin 54401

OBJECTIVES

1) Compare microcomputers such as Atari and Apple, to determine the most useable model or models for the GOAL/ABE classroom.
2) Explore software available for the various microcomputer models.
3) Explore programming of the microcomputer for use in the organization of GOAL/ABE statistics and enrollment procedures.

DESCRIPTION

The project involved the evaluation of several kinds of microcomputers and several kinds of software for microcomputers. In essence, the project evaluates the cost-effectiveness of the microcomputer instructional alternative. Microcomputers and various software were purchased and then used by Adult Basic Education students at the North Central Technical Institute in Wausau, Wisconsin. An evaluation instrument was developed, and completed by the students and the instructional staff. Recommendations were issued concerning the cost-effectiveness of Micro CAI based upon these evaluations.

FUNDING

February 15, 1981 - June 30, 1981

TITLE Adult Reading Program ABE-16

CONTACT Jeanne Castberg (307) 754-6503
College Coordinator
Northwest Community College
Powell, Wyoming 82435

OBJECTIVES

To provide non-reading adults or adults with limited reading skills the opportunity to learn to read in a non-threatening environment, thereby improving their self-image and helping them become better citizens.

DESCRIPTION

1) Life experience materials.
2) Oral communication.
3) Low-vocabulary, high-interest reading materials.
4) A variety of approaches is constantly used and the students are taught in groups of two or three or individually at times.

FUNDING

$1,159.00 February 2, 1981 - May 11, 1981

TARGET AUDIENCE

Handicapped (Non-readers); Older Adults; Rural Residents; and Adults with Limited English Language Skills

EVALUATION

1) Progress charts for each student; informal test results; and end-of-program evaluation.
2) Evaluation to be completed the end of April.

TITLE ABE-17

CONTACT Gail Johnston (703) 839-2722
Project Coordinator
Bath County Schools
Warm Springs, Virginia 24484

OBJECTIVES

There are large numbers of adults whose needs are not being satisfactorily met by the existing ABE Program. Project Reach, through homebound instruction, hopes to reach adults in the rural isolated mountain areas, providing instructions in the house, alleviating problems such as lack of transportation and child care.

DESCRIPTION

Homebound teaching using paraprofessionals.

FUNDING

$25,220 July 1, 1980 - June 30, 1981 (a continuing project)

TARGET AUDIENCE

Rural Residents and Paraprofessionals

PRODUCT

Handbook on "How to Develop and Operate a Project Reach in Rural Isolated Areas."

ADULT PERFORMANCE LEVEL/LIFE SKILLS

TITLE Reading On Level One (ROLO) APL-1

CONTACT Estelle G. Willingham (205) 428-6391
ABE Coordinator
Bessemer State Technical College
Bessemer, Alabama 35021

OBJECTIVES

1) To discover the areas of need of adult learners (Level I Readers); to structure a set of Adult Level Performance level modules to meet these areas of need.
2) To carry-out a program of field testing of materials and to inspect the results with the intent of revision.
3) To provide for a set of tape-slide presentations to accompany modules.
4) To devise a set of assessment instruments for the program and modules.
5) To devise a plan for dissemination of information about the program.
6) Dissemination.

Emphasis is placed upon the acquisition of the basic reading skill through the use and practice with actual materials which they encounter in real life and find to be most stressful. Thus the objective becomes two-fold: to teach the basic skill of reading through the use of modules structured from materials from real life situations and using real-life materials. Coping skills are acquired.

DESCRIPTION

1) Activities of the project were preceded by, punctuated by, and will be terminated by planning sessions involving the consultant, coordinator, teacher, and aides.
2) Each module is structured about behavioral objectives and includes approximately ten activities per module. As the modules are completed they are submitted to the consultant for suggestions.
3) All information necessary for the completion of the activities is included in the modules so that each is self-contained.
4) Materials used are actual forms and material from newspapers and periodicals.
5) Video-tapes of the modules in use are being prepared as a guide for teacher use.

FUNDING

$13,400 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Level I); Rural Residents; and Urban Residents

PRODUCT

1) A handbook for teachers on the teaching of reading is supplemented by the video-tapes. The slide presentation will be a part of the finished product.
2) The modules are structured to meet the needs of the adult non-reader both rural and urban, as an expansion of the traditional APL areas of need.
3) The educational service represented by the project is multi: assessment instruments, instructional method teaching for learning centers, LEA part-time programs and wherever Level I learners gather to learn to read . . . and to cope.

EVALUATION

Teachers involved in the field testing of the modules are requested to fill out questionnaires about the effectiveness of the modules in dealing with methods of overcoming stressful situations and also about the effectiveness of the exercises in helping to teach reading to Level I learners. These suggestions will be acted upon before the final draft by the commercial art department and printing shop comes out with a finished module.

Pre- and post-assessment instruments have been structured and are being used. The learners involved in the validation are about evenly divided between the urban population of Jefferson County, Birmingham City and Bessemer City and the rural society of Hale, Greene, Pickens, Sumpter and Tuscaloosa Counties. These assessment sheets are objective, multi-choice questionnaires which use Level I language.

TITLE Home Parenting Program APL-2

CONTACT Barbara Kirkpatrick (205) 536-5328
Instructor
Adult Basic Education
Huntsville City Schools
604 Randolph Ave.
Huntsville, Alabama 35801

OBJECTIVES

1) To deliver a parenting program to homebound adults.
2) To teach parenting to volunteers who would continue to teach throughout the community.
3) To use APL materials as appropriate.

DESCRIPTION

One teacher worked half-time on this project. She talked with several elementary school principals and with the ESAA director for Huntsville City Schools to determine the best locations for this pilot program. Of three schools selected, Lincoln Elementary teachers were so responsive with referrals that the program was limited to the Lincoln School area. To date 48 adults have enrolled. The use of volunteers has also brought the APL concept into the program. Resource people were invited from various agencies. They discussed concerns such as: legal aid services, toxic shock syndrome; testing - how to do it better; and college application procedures.

FUNDING

$12,050 September 1, 1980 - May 31, 1981

TARGET AUDIENCE

Urban Residents; Women; and Unemployed

EVALUATION

Informal evaluation shows that this project served 48 adults, aged 16 to 70 years, male and female, black and white, previous education 0-11 years, number of children in family one to five. 73% of the people have remained in the program until the present. Three people have come to the Adult Learning Center and four will take the GED exam before June.

TITLE A Better Life Through Applied Learning APL-3

CONTACT Mrs. Frances Daniel (205) 228-6001, ext. 51
Project Director
Northeast Alabama State Junior College
Rainsville, Alabama 35986

OBJECTIVES

1) To eliminate to the greatest extent illiteracy among adults of DeKalb and Jackson Counties.
2) To assist participants in the program in acquiring a performance level that will give job training and help them either a) acquire a good job or b) increase their chances for promotion on the present employment scene.
3) To compile, print and distribute a handbook for use by all interested persons in the field of ABE and Adult Performance Level Programs.

DESCRIPTION

1) Basically, the methodology is "individualized instruction;" that is one-on-one. We look at the "whole" person. Step One for every student or client, is a pre-test. The items (instruments) used to assess the student's needs are: a) READ Test; b) WRAT Test; and c) The Steck-Vaughn Inventory. After the students have been tested to determine their entry level, they are put on an individual learning track based on assessed needs. We give them reading experiences in five areas at a minimum: Consumer Economics, Occupational Knowledge, Health, Community Resources and Government and Law.
2) Each student is evaluated (tested) periodically to determine when he/she is ready to proceed to the next level of difficulty.
3) Workshops are held and personnel in the program are constantly attending meetings and professional growth seminars and workshops to update their information and skills. The project director is currently enrolled in the Graduate TV Course sponsored by the University of Alabama, Tuscaloosa.

FUNDING

$13,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Educational Level (Levels I & II); and Rural Residents

PRODUCT

A handbook for use by all interested persons in the field of ABE and Adult Performance Level Programs is currently being developed (target date for completion is June, 1981). The data needed for the completion of the handbook are currently being collected and compiled. Procedures are being documented and individual methods and techniques will be delineated. When completed, the document will contain the following information:

1) Recruitment methods.
2) Methods of contact (some involving environmental and geographic barriers imposed by rural areas).
3) Selection of instructors (those able to identify with participants).
4) Selection of materials relative to comprehension by area participants, i.e., rural scenes, discussion versus urban jargon.
5) Actual involvement with participants (identification of needs all based on mostly rural backgrounds).
6) Participant profile (average age, years attended school, interests, etc.).
7) Bibliography of helpful books (publications for instructors, tutors and administrators).

EVALUATION

The basic tools for evaluation are contained in the "self-paced" materials that we use in the classroom. The Steck-Vaughn materials that we use with our students have their own test battery. In a sense, then, evaluation is continuous. Since the primary purpose of the programmed test is to determine when the student has mastered the material at a specific level, it gets at questions that allow the teacher to measure student progress and skills mastered (or not mastered).

In addition to the quantitative kinds of data taken from each student's answer sheet, the program is evaluated by the student himself or herself. On the evaluation questionnaire filled out by the students, they are asked to evaluate the program relative to content, teacher effectiveness, usefulness, and applicability to their present job situation.

The project is also evaluated by the administration and faculty at Northeast. The input from the previous Director, the Academic Dean, the President, Business Manager and other strategic personnel has been extremely valuable.

We have had one outside evaluator, Dr. Johnnie Harris, to take an indepth look at the program and his report was very commendable. Both the program and methodology got high marks from Dr. Harris, who is Director of Adult & Continuing Education at Alabama A & M University.

TITLE 310 Special Project APL-4

CONTACT Carolene Wu (205) 533-5955
Supervisor
Top of Alabama Regional Education Service Agency
Huntsville, Alabama 35805

OBJECTIVES

The following selected objectives have been established:

1) To establish a regional advisory committee.
2) To recruit 500 adults to particpate in the TARESA Adult Education Program.
3) To diagnose and assess the needs of the 500 adults recruited for the TARESA Adult Education Program and to plan, prescribe, and implement an individual educational program for each participant.
4) To provide educational, vocational, occupational and personal counseling in the development of individualized programs of instruction.
5) To develop an adult education curriculum guide which will enable teachers to incorporate the five APL subject areas into their regular ABE and GED classes.
6) To assist approximately 300 undereducated adults raise their level in one or more of the APL areas.
7) To provide remedial reading instruction to approximately 100 adults who are diagnosed as reading deficient. At least 70% of these students will increase their reading competency by three grade levels upon completion of the program.
8) To coordinate the services offered by the TARESA Adult Education Program with other service organizations.

DESCRIPTION

In order to accomplish the objectives, the TARESA Adult Education staff evaluates and utilizes existing adult education materials as well as develops appropriate materials applicable to adult education learning needs. Material development includes a) individual programs of instruction, b) teaching aids, c) unipacs, and resource information and referral lists.

1) In order to meet the individual needs of the adult education students, a variety of evaluation instruments appropriate for use with adults are utilized. Some examples are: a) the Wide Range Achievement Test (WRAT); b) the Iowa Test of Basic Skills (ITBS); c) the Slosson Oral Reading Test (SORT); and d) The Official GED Practice Test.
2) After the student has been tested and his performance evaluated, the Adult Education Coordinator, student, and tutor develops an Individualized Educational Plan (IEP) reflecting the sequential steps, necessary to increase the student's level of functional skills to the desired goal.
3) A curriculum guide is developed which will enable teachers to incorporate APL into the ABE and GED classes. An adult education resource guide will be developed for each county served by TARESA. It will be included in the curriculum guide.
4) The students are instructed in each of the five APL areas.

FUNDING

$12,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Rural Residents; Women; and Others (VISTA Volunteers, CETA Employees)

PRODUCT

1) An adult education resource guide will be developed for each country served by TARESA. This resource guide will be included in an Adult Education Curriculum Guide incorporating APL into the ABE and GED classes.
2) The population best served by the curriculum guide will be the low-level learner.
3) The curriculum guide will support instruction.

EVALUATION

A continuous evaluation of the effectiveness of the project, including the extent to which the objectives are accomplished will be performed by the project staff and will be included in the annual reports. The staff will evaluate the progress of the program on a semi-annual basis which will provide guidance and information to assist in decisions that affect the form of the objectives and procedures being developed. The guidance provided by the evaluations included in the semi-annual evaluations will help the project staff to further define objectives, select strategies, and refine APL instructional materials and concepts. The final report will assess and document the appropriateness, effectiveness, and long-range potential of the project objectives.

The Wide Range Achievement (WRAT), Iowa Test of Basic Skills and various APL instruments are used in testing.

TITLE Introductory Reading Program
for Low-Level Adult Readers

CONTACT Julie Tiderman (205) 353-3102
310 Project Director
John C. Calhoun Community College
Decatur, Alabama 35603

OBJECTIVES

To develop an introductory reading program for low-level adult readers which:

1) Is multi-sensory.
2) Uses materials of interest to adults (consumer skills, health, nutrition, driving skills, etc.).
3) Uses a psycholinguistic rather than a "skills" approach, thus avoiding the skills work associated with previous reading failures.

DESCRIPTION

As stated before, the reading program will be multi-sensory, utilizing the highly developed listening skills of the adult non-reader or low-level learner. Because most of the printed material will also be on audio tapes, the program will approximate the neurological impress or oral impress method used with severely disabled readers. Students using the program will also be using an adaptation of the Fernald method—in writing and saying new words simultaneously. Most important, the underlying approach or theory is psycholinguistic, emphasizing reading as part of the total language process of speaking, writing, listening and reading, and the student will take part in all of these language processes while in the program.

FUNDING

$6,837 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Educational Level (Adults of any age with reading skills less than third grade); and Adults with Limited English Language Skills

PRODUCT

The product of this project will be an Introductory Reading Program, intended for use by low-level or non-reading adults. The content, however, could be of interest to junior high level students up to older adults, as it covers such areas as nutrition, gardening, home repairs, child/parent relationships, driving skills, job-seeking skills and others.

The target population, in the most specific terms, could be male or female, ranging in age from 13 to 50 or 60. The program would provide instruction in reading, essential vocabulary and instruction in life skills. Its main objective, however, would be to create a positive attitude towards reading and reading instruction that would influence the student and his/her family for a lifetime.

The type of educational service that could benefit from this program are adult learning centers, either in the community or in institutions.

EVALUATION

The project itself will be evaluated by a committee made up of reading teachers and students using the program. After using the reading program, students and teachers will evaluate the format, content, approach, student response and student attitudes, and will evaluate the accompanying tapes.

Because the program is intended to be a non-threatening introduction to reading instruction, it intentionally includes no evaluation of student progress; its goal is to change negative attitudes about reading and to reduce fear of reading failure. Tests would be inconsistent with this goal.

While field testing was not part of the project, the program will be used and evaluated by teachers and reading students at the Tennessee Valley Rehabilitation Center.

In other words, the impact of the reading program will be measured by teacher and student evaluations of attitude changes on the part of the students, toward the reading process.

TITLE TELEX (TELecentered Learning EXperiences) APL-6

CONTACT David J. Struthers (714) 674-2144
Project Assistant
Elsinore Union High School District
Lake Elsinore, California 92330

OBJECTIVES

To teach reading, writing and computation through the teaching of life skills. The target population to be served is rurally isolated adults with Adult Basic Education needs.

DESCRIPTION

The project will utilize the medium of cable TV as an alternative educational delivery system to establish a successful and effective educational linkage in the home setting with those whose identified need for improvement of functional living competencies is presently unmet. The project will modify existing ABE instructional materials into a format suitable for use through the medium of cable TV. Special emphasis and consideration will be given to products of past and present ABE 306 and 310 projects.

FUNDING

$69,429 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational Level (0-4); Rural Residents; and Correctional

PRODUCT

The project will provide a process guide to include instructions for locating and contacting TV outlets to arrange for free taping and lesson dissemination via Telecase; strategies for recruitment and tracking of student viewers; and basic information to overcome the fear of working with (or in front of) the TV camera; the project will also provide masters of student materials, i.e., information about the program schedules, program content descriptions and recruitment information; the project will develop instructional outlines suitable for instructional televising; and materials will be completed by June 30, 1982, and will be available from the Elsinore Union High School District. Cost will include reproduction, shipping and handling.

EVALUATION

1) Process Evaluation—The purpose of the process evaluation will be to collect and study information and then use the findings to improve the management and implementation of project activities. In order to accomplish this, each activity of the project will be analyzed and the essential events that must occur will be calendared on an observation guide which will be used to monitor project implementation. Periodic onsite reviews will be made by both the evaluator and the director. Information from these check point reviews will be used to assure that the project is either implemented as planned or altered to make the project function more effectively and efficiently.

2) Product Evaluation—This portion of the evaluation is intended to assess the potential value of the program for use in other areas. To do this we will try to answer questions in two separate categories. These are: a) questions about educational value ("Did this program reach the people who needed it?" and "Did it help them to learn things they need to know?") and b) questions about dissemination/replication value ("How can the process for this program be made as useful as possible?" and "How can the process for using this program be made as inexpensive as possible?").

TITLE Know-How Network: Basic Life Skills for the Least Educated and Most in Need, A Community Based Strategy

APL-7

CONTACT Julie Coates (913) 532-5866
Director, Local Programs
University for Man
Manhattan, Kansas 66502

OBJECTIVES

The objectives of the program are:

1) To set up 45 courses a year for people in the low income, minority community south of Poyntz Avenue (15 courses for each of our three sessions), utilizing community volunteers as instructors and facilities in the South of Poyntz Community, the Flint Hills Community and Northview Area.
2) To design and distribute a flyer with just those courses in the target communities.
3) To provide for registration for the Life Skills Courses at locations within the target communities.
4) To include opportunities for formal Adult Basic and Secondary Education training, GED testing, and career counseling opportunities.
5) To enroll a total of 225 participants for the program in the first year.
6) To train the Adult Learning Center staff in the techniques utilized in the free university model.
7) Based on the experiences gleaned from the cooperative UFM-ALC project, develop staff development/training workshops for other adult educators.

DESCRIPTION

1) In the fall of 1980, UFM and the Adult Learning Center, in consultation with faculty from the Department of Adult Education at Kansas State University began implementation of the first of two series of community based life skills classes.
2) Assessments of learning needs were conducted through interviews with residents of three target communities. On the basis of these interviews, 14 classes, utilizing volunteer teachers were organized. Brochures were distributed door-to-door in target areas as well as being made available in public locations. Community meetings were organized to increase awareness of the program. All classes were held in facilities within the target areas.
3) The classes, which were in the areas of consumer education, the law, job interview skills, family budgeting, health, nutrition, energy conservation, family relations and recreation attracted 154 registrants.
4) On the basis of our experience with the spring schedule of classes, we will implement a summer program, incorporating appropriate adjustments to increase program impact.

/

FUNDING

$9,300 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Vietnamese) and Educational Level (Level I)

PRODUCT

Substantial documentation of the community approach and successful practices of the project currently exist and are available from University for Man. These include a 20-page pamphlet on how to start a similar program in other communities, a 16-page pamphlet on teaching adults in the informal, community setting in which the project took place, and practical manuals on the operational details of recruiting teachers, designing and producing community oriented catalogs, obtaining community facilities, and working with volunteers.

EVALUATION

Three kinds of evaluations took place during the project period. First, the project's success was measured in terms of numbers of classes offered, number of locations in which the classes took place, and the number of participants in the classes. Secondly, participants evaluated their learning experiences. Thirdly, evaluation was conducted in an ongoing manner throughout the project. As a community based project utilizing the target audience as teachers and resources for suggestions of other classes and activities, the project directors were in constant touch with the population served, and their ongoing evaluation, suggestions and comments were used in furthering the project.

TITLE Driver's Education Worktext APL-8

CONTACT Kathleen Lee (207) 282-3883
ABE Teacher
Biddeford Adult Education Center
Maplewood Avenue
Biddeford, Maine 04005

OBJECTIVES

The major objective is to rewrite the Maine State Driver's Manual at a lower reading level. To accomplish the goal, the format was changed to easily identifiable chapters and study questions were included along with appropriate vocabulary.

DESCRIPTION

The material from the current manual was organized into chapters. The writer then rewrote passages needing to be clarified or written more simply. Field copies were sent out during January-April. Final revisions will be made during May-June with printing scheduled for the summer of 1981.

FUNDING

$3,406 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Adult Basic Education, 8th Grade Level); Adults with Limited English Language Skills; and Classroom Teachers

PRODUCT

The final product will be a workbook-type of textbook with easy-to-read print, clear picture and diagrams, study questions and a glossary. There will be space to write in the margins and colored signs. By August 1981 a final printed copy will be available for dissemination.

EVALUATION

Draft copies were sent to various programs during January. Responses from these programs indicated, generally, that the text was well received by students.

TITLE ABE Parenting Instruction APL-9

CONTACT Anne Mychalus (301) 535-1700
Assistant Adult Education Supervisor
Calvert County Public Schools
Prince Frederick, Maryland 20678

OBJECTIVES

To demonstrate, document, validate, and disseminate an effective parenting skills instruction program for adults with less than 5th grade basic skills.

DESCRIPTION

1) Identify content areas.
2) Determine instructional approaches.
3) Select and adapt instructional materials.
4) Field test materials and approaches.
5) Report on effectiveness of materials and approaches.
6) Work cooperatively with community agencies.

FUNDING

$13,188 January 1, 1981 - December 31, 1981

TARGET AUDIENCE

Educational Level (0-4)

PRODUCT

Instructional approaches and materials for adults with less than 5th grade reading skills.

EVALUATION

1) Products: a) development of a parenting program; b) increased parent involvement; and c) dissemination of parenting guide.
2) Instruments/methods: a) follow-up interviews; b) pre- and post-tests of knowledge, attitudes, and skills; c) volunteer records; and d) enrollment data.

TITLE Adult Life Skills APL-10

CONTACT Al Alessi (603) 448-4553
Executive Director, LISTEN
LISTEN
60 Hanover St.
Lebanon, New Hampshire 03766

OBJECTIVES

1) Our objective was to provide adults with life-coping skills which could be of value to them in these times of economic crisis.
2) A further objective was to identify whether budgeting problems stemmed from the need for better education in financial planning or from a need for help in the basics of math.
3) Since LISTEN works closely with the various welfare agencies, we felt that perhaps we could help referrals from these agencies learn to live within their limited and fixed budgets so that they would become more self-sufficient.

DESCRIPTION

1) We initially identified 10 families who needed ongoing, individual help with money management. They had an initial interview during which they presented their bills and then a trial budget was worked out. They reported back to the office at intervals to reassess their budget and their ability to handle it.
2) The second part of the project included a series of four workshops which were available to the public. A planning session provided us with information on what types of workshop subjects were needed—the planning was done by a group of people from the community.
3) The workshops were titled "Inflation Fighting." The subjects were: Food and Nutrition, Loans and Credit Today, Coops—Wave of the Future, and Economics of the Home. At each workshop appropriate pamphlets were handed out to participants.

FUNDING

$4,000 April 30, 1981

TARGET AUDIENCE

The undereducated and/or low-income population was our target for the budget counseling section of the program. Our workshops were advertised to the community and open to everyone.

PRODUCT

1) We have not developed a model curricula, but from our six months of observation we have found that the one-to-one budget counseling component was quite effective in that it offered some people an alternative to continuous use of welfare.
2) An "Inflation Information" pamphlet, for distribution in stores, is being completed. It will be available at no cost (limited supplies).

EVALUATION

Periodical assessments were made of the budget counseling section of the program by conferring with our contacts in the welfare agencies and with the three people on the LISTEN staff involved in the planning of the program. After each evaluation session, certain adjustments were made to allow for more skillful delivery.

TITLE IDEAL
(Individualized Direct Education for the Adult Learner)

APL-11

CONTACT Dr. Sallie M. Gregory (513) 268-6716
Project Director
Dayton Public Schools
Adult Basic Education Program
Dayton, Ohio 45417

OBJECTIVES

Project IDEAL will produce five complete sets of 20 Prescribed Learning Systems in Reading I and II. Each system will structure academic and APL objectives into a manageable individualized format of required, extended and advanced activities. A Regional Advisory Council will be set up to monitor the development of Project IDEAL.

DESCRIPTION

1) Establish criteria for/and select Regional Advisory Council.
2) Examine a variety of sample materials.
3) Decide on format for Prescribed Learning Systems.
4) Develop the Prescribed Learning Systems.
5) Field test the systems.
6) Make periodic progress reports.

FUNDING

$24,228 August 1980 - August 1981

TARGET AUDIENCE

Educational Level (Grades 3-7); Urban Residents; and Institutionalized (Health and Correctional)

PRODUCT

Prescribed Learning Systems in reading comprise a special kind of curricula for adult learners. The manner in which academic and APL objectives will be meshed is also unique for ABE programs.

These systems will probably be more suited to adult learners (grades 3-8) in an urban setting. However, I'm certain that students from rural areas could also benefit from the academic and coping skills included.

EVALUATION

Dr. Gregory, our Project Director, will oversee the total operation. The Regional Advisory Council and curriculum assistant will provide ongoing evaluations and recommendations through the development of Project IDEAL.

Progress reports for each student will chart proficiency gained through use of Prescribed Learning Systems in reading.

Specified PLS will be field tested by the Dayton program and by members of the Regional Advisory Council.

TITLE The Development of Instructional Materials on Health Self-Care APL-12

CONTACT Dr. Robert W. Zellers (814) 266-9661, ext. 343
Project Director
Johnstown, Pennsylvania 15904

OBJECTIVES

1) The project-produced "self-care" materials will be a useable instructional resource to the teacher and student in all adult education programs.
2) The materials will provide the student and teacher with a basic understanding of self-care so they are able to apply it to their present situation.
3) The focus of the materials will be directed to the basic living skills of the student.
4) The materials will be designed to teach skills, develop attitudes, create values and provide a wealth of self-care information to the student.
5) The materials will be designed to improve the adult performance level of the students and to blend and be integrated in the respective APL categories.

DESCRIPTION

The purpose of the proposed project is to develop a student reader and a teacher's guide on the topic of "self-care" to be used in adult education programs. The goal of the project is to produce instructional materials which will be of high interest and meaning to the student and to support functional competency. It is planned to develop the self-care materials so they can be used with the 5-8 grade reading level adult and will be suited for approximately 10-20 hours of instruction in an ABE program. The basic use of the materials is to provide content which will help adults learn how to read and acquire valuable survival skills in the process. The reader will be approximately 50 pages in length.

FUNDING

$4,975 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (5th & 6th Grade Reading Level)

PRODUCT

Self-help reader and teacher's guide will be available through AdvancE, the Adult Education Clearinghouse, Millersville State College, Millersville, Pennsylvania 17551.

EVALUATION

As the materials are developed in draft stages they will be shared with various adult education curriculum specialists in order to ascertain their suggestions and recommendations for content, style, level, etc. Plans have been made to field test much of the materials in adult education classes of the Greater Johnstown Vocational Technical School. It is also planned to seek the advice and counsel of the local adult education instructors as well as the technical medical advisors.

TITLE In-Service Teaching Model Project to Prepare ABE/GED Teachers in APL Techniques and Materials

APL-13

CONTACT
Frances Andrews (215) 447-3628
Coordinator
Chester Upland School District
Chester, Pennsylvania 19013

OBJECTIVES

The specific objectives for this project were to:

1) Hold three inservice sessions for all ABE/GED teachers and supervisors.
2) Explore APL methods and materials to gain understanding for application in the classroom.
3) To select materials for implementation of APL programs in all adult education classes during the school year.

DESCRIPTION

1) A series of three five-hour inservice training sessions for supervisors and teachers of ABE/GED classes were held on Saturdays.
2) The training was conducted by Judith L. Cope, director of the Adult Education Center in Indiana University of Pennsylvania.
3) Personnel from the Chester Upland School District participated in the following activities: a) viewed the Texas APL slide/tape program; b) completed 40-item ACT/APL survey and and studied the results; c) examined and discussed the APL Instructional System. (APL notebooks were used to discuss the details of the system. They are available on loan basis from Project AdvancE, Millersville State College, Millersville, Pennsylvania 17551. (717) 872-3481); d) administered the 40-item ACT/APL survey to ABE students in a practice situation; and e) viewed materials presentation by publisher representatives.

FUNDING

$3,344 October 27, 1980 - March 1, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (Supervisor of Adult Education Programs)

PRODUCT

1) The summary report prepared by Judith Cope, Consultant who conducted the program, is available from the Adult Education Center, School of Continuing Education, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705. It will be available from AdvancE, Millersville State College, Millersville, Pennsylvania 17551.
2) The summary report prepared by the program coordinator will be available from AdvancE. An instrument for evaluating instructional materials for APL use is included as part of that report.

EVALUATION

Three types of evaluation instruments were used to assess the workshop sessions: pre- and post-tests, session evaluations and evaluation survey.

TITLE ABE Program with Emphasis on Basic Skills APL-14

CONTACT Mary Quinn 852-2391
Decatur County Dept. of Education
Decaturville, Tennessee 38329

OBJECTIVES

1) Fifty parents of Title I & Special Education children with educational levels below 6th grade will participate.
2) Student scores will average a one year increase in reading and math after six months as determined by pre- and post-evaluation.
3) Students will be involved in discussions with local community volunteers about money, nutrition, parenting skills related to education, insurance and community support agencies.

DESCRIPTION

Fifty parents of Title I & Special Education students with educational levels below 6th grade will be enrolled in a special ABE project designed to teach basic skills on an individualized basis. Paraprofessionals will work directly with project participants in community centers or in participants' homes. Coping skills will be stressed in reading and math programs and correlated sessions will be provided to reinforce this information.

FUNDING

$14,917 October 1, 1980 - May 30, 1981

TARGET AUDIENCE

Educational Level (Below 6th Grade) and Rural Residents

EVALUATION

Each share session will be evaluated by all who attend. These evaluations will be tabulated, combined and retained. The information will be used in planning later share sessions.

TITLE Community Cluster-Adult Basic Education Program APL-15

CONTACT Lon Z. Shuler (901) 986-4482
Project Director
Carroll County
Huntingdon, Tennessee 38344

OBJECTIVES

The Community Cluster approach will meet the needs of functionally illiterate adults who want to learn to improve their life coping skills. This rural area will be covered with "coping classrooms." Each cluster member will be encouraged to participate in at least three to six hours of interaction each week, where members will be able to identify their strengths and weaknesses.

DESCRIPTION

A cluster leader will be appointed to monitor activities. Paraprofessional staff will act as cluster facilitators and provide individual and group instruction to at least 80 Carroll County adults, 16 year or older who are functionally illiterate.

An appropriate curriculum will be made for each student based on the student's goals, interests, and problems along with the student's coping skills ability as assessed by the Informal Coping Skills Inventory.

FUNDING

$15,000 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Educational Level (Illiterates); and Rural Residents

EVALUATION

This project will be evaluated continually. If the project starts to get off schedule, adjustments and redeployment of staff will be made during regular staff meetings.

Evaluation of this program will be ongoing with a written evaluation submitted at the end of project.

TITLE Basic Coping Skills Series for Knoxville City Schools Cable TV

APL-16

CONTACT
Emma L. Elkins (615) 522-2822
Project Director
Knoxville City Schools
Knoxville, Tennessee 37917

OBJECTIVES

1) To expand the delivery of the ABE services to all segments of the population in Knox County.
2) Delivery of "Basic Coping or Life Skills" to 5% of the population on cable TV.
3) To provide on a loan basis, video tapes to other ABE programs.

DESCRIPTION

Skills will be taught to undereducated adults via cable TV—over 25,000 homes are on cable.

FUNDING

$12,940 October 1, 1980 - June 30, 1982

TARGET AUDIENCE

Educational Level (Undereducated)

PRODUCT

Video tapes for use by the programs. Some tapes are ready and are being shown (four per month beginning in January 1981).

EVALUATION

1) Shown on cable TV—all will be video taped to allow loans to other programs.
2) Teachers will be at a location where viewers may call for help if needed.

TITLE Adult Performance Level Project APL-17

CONTACT Jim C. Cates (512) 471-4623
Director, APL Project
Adult Performance Level Project
College of Education
The University of Texas at Austin
Austin, Texas 78712

OBJECTIVES

1) To promote public awareness of CBAE implementation in Texas.
2) To provide continued support for implementation of life skills instruction in Texas adult education programs by planning and conducting a Statewide Teacher Trainer Workshop.
3) To provide in-depth training, materials and follow-up assistance to implementers of ten or more new CBHSD Pilot Programs.
4) To provide continuing support, technical assistance and evaluation services to three adult education coops designated by TEA to conduct pilot studies on Counseling and Assessment Centers.
5) To continue redesign and revision of CBAE/CBHSD implementation manuals and materials as necessary to incorporate the latest Texas policy modifications initiated by TEA, and as required by pilot studies and field-testing activities.
6) To disseminate newly developed CBAE/CBHSD implementation materials, on request, to approximately 100 public agencies.

DESCRIPTION

The APL Project activities for FY 1981 were designed primarily to provide support to the Texas Education Agency in the implementation of its three-year plan of adult education programs in Texas. The activities are essentially in the areas of: a) orientation to administrators in ESC's, colleges and school districts on options available for meeting the objectives for redirecting and extending adult basic and secondary education; b) providing training, technical assistance and evaluation services to administrators, supervisors, and teachers in those systems implementing redirected and expanded adult basic and secondary services; c) supporting TEA and LEA's in field-testing, validating and refining the package of system designs and instructional and assessment techniques and materials necessary to support the competency-based system; and d) assisting TEA in the development of an accountability system for monitoring and evaluating the redirected and expanded adult education effort. Staff development strategies involve training trainers who will be responsible for actual staff development in the field.

FUNDING

$104,307 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Adminstrators; Counselors; and Paraprofessionals

PRODUCT

A Competency Based Adult Education Teacher Manual developed during FY80 is being field tested during this year. 200 of these manuals were printed for field test. Input from teachers implementing CBAE this year will be used to modify and/or revise the manual for wider distribution this fall. This manual contains dozens of CBAE forms for intake, diagnosis, prescription, recordkeepiong and reporting, etc. which are also being evaluated for their effectiveness in the field. This manual should be a valuable asset to adult educators in Texas in the future.

A Modified CBHSD Program is being evaluated and field tested this year. Once a final decision is reached by pilot program implementers on necessary revisions to make this program practical for statewide distribution, it will in all likelihood become the model for diploma program expansion in Texas in the future. A CBHSD Process Manual will be developed and distributed once final decisions concerning revisions are made.

EVALUATION

Evaluation of the APL Project for this period will be based primarily on accomplishment of project objectives. Field testing of CBAE materials, recordkeeping forms, a CBAE Teacher Manual and a modified competency-based high school diploma program are all an integral part of this project. This field testing involves the collection of evaluation data from a minimum of 10 pilot program sites, and a consolidation of data and the preparation of a final report to the Texas Education Agency following the completion of the year's activities.

ASSESSMENT/TESTING

TITLE California Adult Student Assessment System AT-1

CONTACT Patricia Rickard (714) 277-6982
Project Director
San Diego Community College District
Kearny Adult Center
7405 Mesa College Drive
San Diego, California 92111

OBJECTIVES

A comprehensive educational assessment system for adults will be developed to assist adult education programs in implementing an assessment system designed to reflect competency-based curricula occurring in local instructional programs. The process model will include working papers that will serve as a guide in implementing effective assessment programs for: a) placement of adults in beginning through advanced levels of ESL and ABE, as well as vocational and high school diploma programs, b) measuring achievement of educational goals, and c) applying these procedures to a variety of educational settings. A series of brief placement tests and procedures will be developed. These placement tests will measure levels ranging from beginning ESL through high school completion and reflect competency-based curricula.

DESCRIPTION

In order to develop this assessment system the consortium and this project will focus on the following objectives:

1) Coordinate all activities of the CASAS Consortium.
2) Develop description of process needed for implementation of assessment system.
3) Develop life skill test items as needed and survey item bank resources to select appropriate items that will match curricula and fulfill local assessment needs at all program levels by providing a minimum of 1000 validated life skill items in an item bank.
4) Develop a series of brief placement and achievement tests that identify the level of any given student's ability to handle both basic academic skills as well as life skills, using a minimum of both student test time, scoring time, and staff interpretation time.
5) Define linkages to other adult education program components including vocational and handicapped programs.
6) Develop procedures for a guidance and counseling component of the assessment system.
7) Develop procedures manual for use of item bank in assembling program level and content tests.

FUNDING

$152,597 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Educational Level (ABE, ESL, High School) and Adults with Limited English Language Skills

PRODUCT

A series of brief placement/locator tests in both academic skills and life skills as well as an Implementation Guide emphasizing a process model for the assessment system will be developed. An item bank of approximately 1000 life skill items appropriate to ABE, ESL, and high school completion programs will be available. In addition, prototypes of achievement tests in the basic skills and life skills areas will be developed and tried out. Products include:

1) CASAS Competency Code List for ABE & ESL.
2) Samples of life Skill Items with appropriate curriculum materials for specific instruction of competency.
3) Sample locator test & student test record form.
4) Sample test item bank card.
5) Competency-Curriculum Matrix, available 9-81.
6) Explanation of Competency Code System.
7) Sample Life Skills Achievement Test for ABE/ESL, available 9-81.

EVALUATION

Provision for input from the CASAS Consortium through regularly scheduled meetings will enable feedback to change or alter objectives to best meet the needs of adult students enrolled in adult education programs throughout the state. External evaluation will consist of regular progress reports to State Department of Education, meetings scheduled with 310 Project Review Committee and presentations to professional groups involved in educational research such as the California Educational Research Association.

Test item evaluation will be completed during the 1981-82 fiscal year. Techniques for item evaluation will be found under project description. Initial evaluation from instructors involved in field testing the prototype instruments will be completed. Additional refinements of test instruments would necessarily be made in an additional year of funding. That would include indices of instrument validity and reliability approximation (American Psychological Association, National Council of Measurement Education and American Educational Research Association Psychometric Standards). System evaluation will be based on partial system development, try-out, and input from administrators, counselors, instructors, support staff, and CASAS Consortium. From this information, a comprehensive system evaluation plan will be designed.

9300 students from 20 different districts and agencies throughout California were involved in the field testing during 1980-81. These students were enrolled in Adult Basic Education, English as a Second Language, and High School completion classes as adult education programs of unified and community college districts, correctional institutions, comprehensive and continuation high schools. Demographic data collected includes age, sex, educational background, native language, and ethnic background.

TITLE English as a Second Language
Literacy Instrument

AT-2

CONTACT Elizabeth Reyes
Project Specialist
Fremont Union High School
Cupertino, California 95014

(408) 735-6333

OBJECTIVES

1) Goal 1. Develop an ESL reading and writing test—As explained in the end of year report for fiscal year 1979-80, the decision was made to limit the focus of the test to the reading component. This decision was based not only on time and staff constraints but also the belief that developing an effective and truly diagnostic reading instrument would require the full time and energy of the staff. Objective 1 is design nine subtests for reading, and Objective 2 is design six subtests for writing. This objective was never addressed for the reasons stated in the above goal.
2) Goal 2. Develop alternative testing strategies if student reading errors are not related to native language background—This goal was addressed in the 1979-80 end of year report and is still valid although the staff has not been able to meet the second objective of completing the handbook, which includes teaching strategies. Data analysis is not completed at this point. Therefore, student error profiles and the resulting reading strategy activities to remediate these errors can not be finalized.

DESCRIPTION

1) Responding to the necessary design changes, from September 1980 through May 1981 the staff wrote new test passages, collected and analyzed data, made revisions and re-field tested the instrument.
2) In conjunction with the new test passages a locator test was also written. The purpose of the locator was to determine the appropriate test packet each student should receive. The locator test and the eight Cloze Tests were field tested in November and December on approximately 100 beginning and intermediate ESL students in the Bay Area.
3) The next step was to field test the maze passages in order to confirm the relationship between the two passages on the maze format. Again the locator test was administered with the maze passages to establish cut-off points for placement. Approximately 100 students—50 students per level—were tested in January and February. Data analysis showed the two passages were highly correlated in the maze format, and the locator passage performed as before.
4) To determine the relationship between the cloze and maze procedures the staff used a split-test procedure, testing 120 more students in April and May. The locator test and one cloze test and its matching or opposite maze test were administered.
3) By mid-May the passages of the two test packets had been revised. The revision of the two intermediate passages was based on a formal item analysis; the beginning passages were revised using the staff's judgment as to the effectiveness of each distractor and its adherence to the error categories. The major field testing of 600 students occurred in Los Angeles and San Diego beginning May 26. The field test data from Los Angeles was returned to the project staff June 12. Data from the San Diego field test has not been returned as of July 15. Therefore, test data analysis is inconclusive and incomplete.

FUNDING

August 1, 1980 - July 31, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

The test packets and directions are complete but the test passages need revising based on the analysis of the major field test data. Therefore, it would be necessary to complete the data analysis gathered during the major field testing in Los Angeles and San Diego, make revisions and then re-field test the revisions. In addition, further field testing of the locator test would be necessary. Once completing the field testing and revisions, the handbook and technical manual could be completed.

The staff had begun work, but has not completed the handbook and technical manual to accompany the instrument. The handbook was to have explained how to assign the appropriate test packet, administer the test, and how to score and diagnose the responses. Sample classroom activities corresponding to the error types were to be included. A technical manual was also to have been written, explaining the data collection and analyses processes.

At this time, without completing the data analysis from the major field testing and making the appropriate revisions, the Literacy Instrument is not ready for use. The handbook explaining the testing procedure, student error profiles and the remediation activities is also incomplete. In addition, data confirming the validity and reliability of the instrument has not been analyzed.

EVALUATION

Formative: a) Face Validity: Throughout the field testing stages, teachers have been encouraged to critique the directions, test items, and test content. Their comments have led to revisions and improvements of the instrument. Teachers were also asked to complete an evaluation form, judging their students' reading ability. b) Content Validity: Strict parameters were set for each error type in determining the appropriate distractors for each maze test item. Test items were evaluated formally and informally on an ongoing basis. In addition, 75 participants in the major field testing at each level were required to take the two passages in both the cloze and maze format. c) Reliability: Reliability was to be computed by the method of split halves. d) Range and Extension: Range and extention was to be determined by analyzing the responses 50 beginning students made on the intermediate tests and 50 intermediate students responses on the beginning tests. These students were randomly chosen among the 600 field tested in Los Angeles and San Diego.

TITLE CASAS
(California Adult Student Assessment System)
(Outreach)

CONTACT Esther L. Stone (408) 998-6176
Supervisor, State and Federal Programs
Metropolitan Adult Education Program
San Jose, California 95126

OBJECTIVES

California Adult Student Assessment System (CASAS) is a state funded project. As part of the CASAS project, a consortium was formed. Members of the consortium were asked to submit projects. The MAEP project was known as CASAS (Outreach). The purpose of the local project was to aid the San Diego CASAS project by training teachers at the local level to understand the concept behind the assessment process, to teach them to administer tests created, and to get from them "feedback" as to the feasibility, practicality, effectiveness, and ease of administering the tests. Most important, the teachers, by giving the test, were able to help the San Diego project, by testing "test items."

DESCRIPTION

The project methodology at the state level consisted of researching agreement on curriculum by canvassing many ESL and ABE teachers. From that curriculum, test items were created which were subsequently incorporated into many tests covering the ESL, ABE and the pre-high school curriculum. Later, members of the consortium were asked to field test the items and to train teachers to administer the tests to their students in the hope that curriculum awareness would result. Conferences were held by consortium members monthly. Meetings with teachers and administrators were held by consortium members back in their own districts, in order to keep all informed locally. Class visitations to assess curriculum practices were also conducted at the local level.

FUNDING

$920 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group; Educational Level (High School); Adults with Limited English Language Skills; and Classroom Teachers

EVALUATION

Though the project is continuing next year and has not been completed, many effects have been obvious. Teachers have become more conscious of curriculum and teachers have agreed on what is important. This first step was necessary before test items which reflected that curriculum could be created. The project objectives for this year were to teach teachers to administer the test (created by the Staff Development project) which included test items which dovetailed into curriculum. If students could not perform, then remedial work would be done to help the student achieve that objective which was reflected in the test item, thus enhancing student achievement, and impacting instruction. The project has helped us focus on a great need, which was to raise awareness concerning a competency based curriculum, get agreement on it and to help the state create an assessment system.

TITLE Instruments for Evaluating Language Development of Hmong Students in ESL Classes

CONTACT Lucille Fischer (612) 646-7456
Instructional Supervisor
St. Paul (Minn.) Public Schools
St. Paul, Minnesota 55104

OBJECTIVES

1) Develop a vocabulary list of 500 words and phrases for Hmong people to know for survival in St. Paul.
2) Develop an instrument for measuring the ability of Hmong students to read, speak, and understand the 500 survival words and phrases.

DESCRIPTION

1) Project director collected lists of words and phrases from teachers, current students, and members of the Lao Family Community.
2) A booklet is being written which includes explanation about the word list, teaching instructions, and one of the assessment instruments.
3) One of the assessment instruments currently is being field tested, and the second one will be tested later.

FUNDING

$1,884 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Hmong) and Educational Level (Illiterate)

PRODUCT

These instruments and materials may best be used to develop curriculum and to assess students' achievements in English. All materials, including two tests, may be obtained for $5.00 from the following address after October 1, 1981:

Lucille Fischer, Instructional Supervisor
Adult Community Education Center
1619 Dayton Ave.
St. Paul, MN 55104

EVALUATION

Two instruments are being developed. They are being compared with the English Placement Test (EPT) published by the University of Michigan and the English as a Second Language Oral Assessment (ESLOA) published by Literacy Volunteers of America. We are able to place people in class appropriate to their level of functioning and to determine progress, using these instruments.

We are field testing with about 400 refugees, including Cambodians, Laotians, Hmong, and Vietnamese. Students represent a variety of levels of English, from near illiterate to GED level of functioning.

TITLE Development of Rationale and Technical Specifications for an Alternative Test of Adult Competence and High School Equivalence AT-5

CONTACT Gordon A. Larson (201) 932-7532
Project Director
Center for Adult Development
Rutgers University
10 Seminary Place
New Brunswick, New Jersey 08904

OBJECTIVES

1) To clarify issues involved in determining criteria for award of a high school equivalency diploma.
2) To assess the strengths and weaknesses of the GED.
3) To determine the skills and knowledge that relevant publics believe should be in a high school equivalency test.
4) To develop a rationale and model for an alternative test of high school equivalency.
5) To explore the potential for multiple-option testing.

DESCRIPTION

Basic field research and survey methods were employed to assess perceptions and expectations of relevant publics pertinent to the development of an appropriate test rationale. Techniques of instructional research design and psychometric analysis were employed to assess the usefulness of various test item types and formats in measuring secondary level adult proficiencies.

FUNDING

$55,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Non-High School Graduates)

PRODUCT

The prospectus produced by this research may be used to construct a needed second test option to high school completion for New Jersey adults. As an alternative goal for basic skills education, a new test would promote the development of skills and knowledge that would be more meaningful and useful to thousands of adults. It is anticipated that this alternative would attract and retain many adults whose needs currently are not met by the GED. This test would conceivably serve as a prototype for similar options to high school completion for other states.

A rationale and technical specification for an alternative test of high school equivalency for the State of New Jersey were developed.

Executive Summary and Final Report will be submitted to ERIC July 1981.

EVALUATION

An educational measurement specialist was employed to provide technical assistance and to provide formative evaluation through the course of the project. Validation will consist of the adoption of the guidelines and development of the proposed test.

COMMUNITY LINKAGE

TITLE Operation IAE CL-1
(Identify, Assist, and Educate
the Underprivileged in DeKalb, Jackson, & Marshall Counties)

CONTACT Carol Beddingfield (205) 845-0465
Director
Fort Payne City Board of Education
Ft. Payne, Alabama 35967

OBJECTIVES

1) 100% of the clients served by the DeKalb, Jackson, and Marshall Counties' Food Stamp Program who wish to improve their educational competence will upgrade their competence by participating in academic courses appropriate to their needs.
2) 85% of the enrollees in the Adult Basic Education Program gained through the recruitment at the Food Stamp Offices will advance their skills in reading, writing, arithmetic, and spelling by at least one grade level during the 1980-81 year.
3) Each client of the Food Stamp Offices who enrolls or requests academic services will be administered post-tests to determine the extent of his or her progress and for use as a referral tool.

DESCRIPTION

1) To meet Objective One, each client who enters the Food Stamp Office will be given a brochure outlining the Adult Basic Education Program services. A questionnaire will also be given to each client which will give an indication of their academic concerns and grade attainment.
2) Each client who wishes to participate in Adult Basic Education services will receive instruction in the following basic academic areas: reading, writing, arithmetic, and spelling. Each participant will be administered a pre-test to determine his/her present level of academic instruction on his level of competency. Post-test will be administered at periodical intervals to determine the level of advancement.
3) To accomplish Objective Three, which centers on the practical use of the academic instruction received through Adult Basic Education services, the client will be referred for employment, vocational training, additional academic training, and other serving agencies for which his new level of competency has qualified him. These individuals who have obtained a twelfth grade competency level, as indicated by teacher-devised test, will be referred to a GED testing center in order to earn the high school equivalency certificate. Other individuals may be referred to rehabilitation centers, trade schools and other agencies which require academic knowledge that these clients did not have previously. It is through this objective that the Adult Basic Education Program wishes to help the client become a more productive citizen.
4) To date, 2451 people have availed themselves of Adult Basic Education services. Each month ABE teachers within the Northeast Alabama Area Adult Education Program receive a list of prospective learners. Therefore, recruitment is a continuous phase of this project. Clients at the Food Stamp Offices are referred to the proper agencies within his/her community for additional needed help.

CL-1A

FUNDING

$13,225 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Less than High School) and Rural Residents

PRODUCT

Clients at the Food Stamp Offices are referred to the proper agencies within his community for additional needed help. An offspring of this project is a collection of information concerning these various agencies. An end product will be the publication of a resource directory compiled from this information which will be available to all ABE teachers and other interested organizations.

EVALUATION

To evaluate the results of the project, the following types of data will be collected:

1) Pre- and post-test locally developed by the individual teacher will be administered to the referred Food Stamp Office clients to determine student knowledge.
2) A questionnaire will be administered to all clients by the teacher at the conclusion of the adult basic education class to determine progress.
3) As a follow-up, the Food Stamp Office clients who participate in adult basic education classes will be asked through a one-year follow-up instrument applied by the project director to indicate the following: a) Did you advance your educational grade level as a result of your taking this Adult Basic Education course? If so, by how many levels?; b) Did you receive new employment or advanced in your present job as the result of your taking this Adult Basic Education course? If so, circle which: Obtained New Employment, Advanced in Present Job; and c) Are you now receiving Food Stamps or other government assistance? If yes, under which program?
4) A special questionnaire circulated among the Food Stamp Office clients before and after the project will indicate any change in these clients' awareness of their need to be involved to a greater degree in education programs in the community. Comparison of pre- and post-test results of the locally developed instruments for determining knowledge in individual subject areas by the project director will determine achievement, advancement, and/or acquisition of knowledge of participants in the project.
5) Tallying of teacher and recruited-learners opinions will indicate the adequacy of the program's instructional component, its in-service, and its community acceptance.
6) The follow-up to the survey conducted by the project director will indicate the degree to which each academic objective of the project is met.

TITLE Library Learning for the Level I Student CL-2

CONTACT Christine Murphy (205) 222-6162
Director, Adult & Community Education
Andalusia City Schools
Andalusia, Alabama 36420

OBJECTIVES

As described in the project application:

1) To make the Andalusia Public Library more responsive in their service to adult non-readers, that is, the Level I learner.
2) To provide for the Level I learner, a non-threatening atmosphere in a public library, in which he or she can be introduced to the same body of literature as other citizens.
3) To make accessible to the Level I learner a public facility which provides at appropriate levels, on-going service regarding access to literature, "how-to" information, and other learning experiences.
4) To promote cooperation between adult education and the Public Library, two agencies with similar goals, so that a less expensive, more effective program of learning opportunity can be achieved for Andalusia adult Level I learners.

DESCRIPTION

1) A room at the Public Library, formerly a listening area, was renovated into the "Adult Learning Room" as described in the project application. In the room, a variety of learning machines and supplies are now in place. A sign-in sheet is at the door to record the attendance and time of use of the room. In the first 12 weeks, 82 people used the room for a total of 254 hours. A teacher, hired from regular ABE funds, is available in the room 8 hours a week to give help to special groups or individuals who are using the machines.
2) The Library Director has taken the introductory graduate course, "The Nature of Adult Education." In addition, all library staff members have received in-service training regarding the use of the room, and they are prepared to assist people who come to learn to use these facilities. Also, a local minister and group of church volunteers have received the same in-service so that they can assist people in using the room. In addition, all other ABE teachers, as well as Mental Health staff and CETA pre-vocational staff have received training and can and do bring their groups to use the room.
3) Much publicity has gone out about this new service at the library, including flyers, note cards put in library books, radio spots, open-house programs, newspaper articles and referral service and promotion by local agencies.

FUNDING

$12,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Adults Reading Below 4th Grade Level) and Adults with Limited English Language Skills

PRODUCT CL-2A

A report is presently being prepared for the Alabama State Department of Education listing the timetable of events to date, as well as statistics on the use of the Adult Learning Room. In August, at least one article will be written, intended for publication in professional library and adult education journals. Also, at that time, a final report on this project will be prepared for the Alabama State Department of Education. Any of these may be obtained, free, from Christine Murphy, Director of Adult & Community Education, 122 Sixth Avenue, Andalusia, Alabama 36420.

EVALUATION

Records are being kept as to who uses the room, for how long, and on what days and times. Objective 1 and Objective 3 will be measured primarily by statistics showing the use of the room and descriptions of the materials purchased for this room. There are instruments used in testing. However, they are a part of the System-80 program and are on filmstrips and records, and as such, they cannot be duplicated for inclusion.

TITLE English As A Second Language For Parents CL-3

CONTACT Elizabeth A. Watson (312) 833-8800
Instructor
Continuing Education Program
High School District 88
1250 S. Ardmore Ave.
Villa Park, Illinois 60181

OBJECTIVES

1) To provide English language instruction for Limited English Speaking (LES) parents using instructional materials developed specifically for parents which teach grammatical structures, pronunciation, and vocabulary through content material dealing directly with the skills needed for better communication with the schools.
2) To make LES parents aware of social and community agencies that offer parenting support.

DESCRIPTION

Recruitment of Students

1) Letters, in English, as well as translated into Korean, Vietnamese, Spanish, Chinese, and Laotian, were sent to parents of students enrolled in ESL classes at the local high schools.
2) Letters describing the format and explaining the purpose of the project were sent to principals of elementary, junior and senior high schools, both public and parochial in surrounding communities.
3) Notices of classes were posted in libraries.
4) Press releases appeared in local newspapers.
5) In January an announcement about the class was sent to 70,000 homes via the Continuing Education Brochure.

Units of Instruction

1) The content material for each lesson appears in the form of dialogues through which listening activities, vocabulary development, comprehension, and grammatical skills are introduced.
2) Oral communication is stressed through structured and semi-structured dialogues, role plays, directed discussions, and games.

FUNDING

$5,390 July 1, 1980 - July 1, 1981

TARGET AUDIENCE

Immigrants and Adults with Limited English Language Skills

PRODUCT

1) The instructional materials developed are of interest to parents of children from preschool age through 18.
2) The materials can be used with small groups of interested students in regular ESL classes or in special classes organized just for parents.
3) Seven units of instruction and teacher's guides were written for the first semester of this project. Topics included were: Attendance; Lunch Programs; Report Cards; Transportation; Schedules and Clubs; Who Works in the Schools; Using the Library; and Using the YMCA and Park District.
4) The five units written for the second semester include: School Holidays; Keeping in Touch with the Schools; Your Child's Health; The DuPage Health Department; and Telephone Tapes. A final two-part unit titled Things to Do in DuPage County with Your Children is in progress.
5) All of the instructional materials will be available as of June 1, 1981 through the State office.

EVALUATION

1) At the beginning and end of each session literate students were given the Flyin reading test.
2) At the end of each session questionnaires were sent to the teachers of the parents' children. The majority of those teachers who responded indicated improvement in the communication skills of the parents with whom they were in contact. Of course, the results of the testing are somewhat inconclusive because the students were enrolled in class for only 2-1/2 hours a week and most are still enrolled. However, student interest was high as the majority of the students who were enrolled in the first session re-enrolled for the second session.

TITLE Minnesota Interaction Influence Network CL-4

CONTACT Karen Ray (612) 755-8220
Manager
Anoka-Hennepin Independent School District (#11)
11299 Hanson Blvd.
Coon Rapids, Minnesota 55433

OBJECTIVES

1) Develop an organizational structure within the ten school districts that will promote the effective and efficient implementation of the Adult Basic Education legislation and the Minnesota State Plan for Adult Basic Education.
2) Establish, operate, and evaluate a system for the facilitation and management of information within and among those persons, groups, agencies and organizations interested in and concerned with Adult Basic and Continuing Education.
3) Establish, operate and evaluate a system of effective training/retraining of professional/paraprofessionals involved directly and indirectly in the planning, delivery and evaluation of Adult Basic and Continuing Education instruction and services.
4) Establish, operate and evaluate a system of working relationship within and among persons, institutions, agencies, and organizations with resources available for the delivery of instruction and related services to adults in the need of basic education.

DESCRIPTION

1) Ten school districts have been selected to participate in the "model" program. Ten school district personnel were identified and contacted to join the group. These 10 individuals then invited one or two other individuals from their district to also join in the project. Monthly two-day meetings were held from January through May. A recordkeeping system has been devised. A communications network among the ten districts is currently operational. A special meeting emphasizing the cooperation among agencies was held in February. This meeting identified key agencies in the ten model districts which needed to be included in cooperative planning efforts. Individuals from these agencies were then invited to attend this meeting in February.
2) A comprehensive mailing list including community education directors, GED and high school program directors, ABE instructors and program directors, lay group members, and other key individuals have been included in the mailing list. A monthly newsletter has been issued October through May. This newsletter included state department news, assistance in curriculum methods for instructors, and general information in AB/CE. A lending library system was outlined. A radio tape for public service announcement was written and distributed to approximately 50 districts on a first come, first serve basis.
3) A series of training meetings, lay group meetings, 310 screening meetings, and management team meetings has been arranged, conducted and financed. All records, including evaluations, are on file for these meetings. This includes a week long teacher training event held at Breezy Point June 9-13. Registration and recruitment procedures for these activities have been enacted.

DESCRIPTION CL-4A

4) The accomplishment of this goal includes: prioritized listing of agencies, a meeting with link people in the Model Ten districts, and achievement of a memo to be distributed to those areas in connection with CETA cooperation.

FUNDING

$151,997 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Classroom Teachers and Administrators (All administrators of AB/CE programs including lead teachers and community education directors)

EVALUATION

An evaluation model is currently being developed. It will respond to federal and state law, effectiveness of the "link pin" concept, and impact on the statewide AB/CE system.

TITLE Agency Linkage and LEA Co-op Effort CL-5

CONTACT Harl Gamber (218) 281-6510
Project Coordinator
Northwest Minnesota Education Cooperative Service Unit
Crookston, Minnesota 56716

OBJECTIVES

1) Increase program availability to the rural population through aiding the rural LEA's (52 in number) in the implementation of cooperative AB/CE programs in Northwest Minnesota.
2) Increase the activity of referrals between existing adult education programs and other agencies (CETA, CAPS, VOC. ED., Service agencies, and private sector) by 50%.
3) Increase awareness of the general public about AB/CE programs.

DESCRIPTION

1) To provide assistance to LEA's in developing cooperative adult educational program design.
2) To provide an accessible informational source on adult education to any interested agency or person in the NW ECSU.
3) To continue the establishment of more linkage programs between the prime sponsors—MLCI, ABE, GED, CETA, CAP, Welfare, Public TV, and community organizations—including business and industry.
4) Assist statewide AB/CE goals by coordinating with local communities in implementing Adults Education Basic skills.

FUNDING

$20,000 July 1, 1980 - December 31, 1980

TARGET AUDIENCE

Rural Residents; Adults with Limited English Language Skills; Administrators; Counselors; and Unemployed

PRODUCT

"End of Three Year Report"—this booklet lists every activity accomplished during the three years of the 310 project funding. It is available from the Adult Basic Education Section, Minnesota State Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

EVALUATION

1) The Advisory Council will evaluate the program based on the outcome objectives.
2) Minnesota State Department of Education - Adult Basic Education staff will evaluate the program performance on a periodic and end-of-year evaluation.

TITLE Cooperative Planning and Cooperative Arrangements in the Operation of Adult Basic Education Programs CL-6

CONTACT Dr. Donald M. Clark (716) 846-4191
Project Director
National Association for Industry-Education Cooperative
Buffalo, New York 14226

OBJECTIVES

1) To identify persons in New York state who have expertise in the areas of cooperative planning and cooperative arrangements.
2) To design a handbook for ABE program operators describing principles, processes, and techniques for establishing and improving cooperative planning/arrangements with the broader community.
3) To disseminate 500 printed copies of the handbook.
4) To provide four half-day workshops in selected areas of the state to train program operators in these principles, processes and techniques.

DESCRIPTION

NAIEC established a Project Advisory Committee (PAC) of experts in the areas of cooperative planning and cooperative arrangements to assist in implementing the project objectives. A state-of-the-art summary was completed on cooperative planning/arrangements to be used as a baseline in developing the handbook. An outline of the handbook was completed and the preliminary draft of the handbook was sent to the Project Monitor and PAC for review after February 1, 1981. A promotional flier in 1000 copies was prepared and disseminated beginning October 1, 1980 to create and stimulate interest in the project. The four half-day workshops will be scheduled in June 1981 at selected sites for ABE program operators providing them with the skills to undertake creative and innovative approaches to utilizing community resources.

FUNDING

$27,753 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Adult Basic Education); Urban Residents; and Administrators (ABE Program Operators)

PRODUCT

The product to be developed is a Handbook For Cooperative Planning and Cooperative Arrangements in Adult Basic Education for program operators. It emphasizes improved utilization of volunteer resources in adult basic education through a cost-effective community based delivery system. The Handbook is organized around four major topics: a) overview of community resource utilization in ABE programs; b) cooperative planning: a systems approach; c) implementing cooperative arrangements; and d) program evaluation. Each of these topical areas is described in sufficient detail to provide the user with an understanding of the structure and process involved in establishing or improving ABE cooperative planning/arrangements.

EVALUATION

1) The "NAIEC Educational Product Checklist" will be the instrument used to evaluate the handbook. The Checklist was reviewed and validated by members of the Project Advisory Committee, and a few appropriate modifications were made in the instrument. The first draft of the handbook is currently being evaluated by the Advisory Committee, after which modifications in the handbook will be made. The final evaluation of the handbook will be completed by those individuals who complete the training workshops.
2) The objectives focusing on the development of the handbook and the increase in knowledge gained in the workshops through preand post-testing will be measured.
3) The field testing of the handbook will be accomplished by the Project Advisory Committee and workshop participants.
4) Evaluative data will be available after June 1981.

TITLE Delivering Coordinated Educational Services CL-7

CONTACT David B. Borofsky (215) 865-5351
Director of Continuing Ed.
Northampton County Area Community College
Bethlehem, Pennsylvania 18017

OBJECTIVES

The major project objectives are to organize adult basic education and general equivalency diploma courses in Monroe County, Pennsylvania; to conduct educational and career employment needs assessment; to schedule other credit and non-credit programming; refer clients to appropriate training and educational institutions; to provide career development as well as limited personal counseling; and to open an office and establish presence in Monroe County, Pennsylvania. Project is coordinated by part-time administrator.

DESCRIPTION

Eligible students were identified by securing drop-out lists from local school districts. Students were sent letters announcing the availability of ABE/GED instructions. Follow-up was made by telephone where possible. Instructors were hired for the math and reading sections of the courses. Students were tested and placed in appropriate classes depending on ability. Appropriate texts have been used throughout the sessions.

The needs assessment is being conducted county-wide and is being coordinated with the two educational institutions in the county as well as the Planning Commission and the Private Industry Council.

FUNDING

$52,926 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Rural Residents; and Unemployed

EVALUATION

The students will conduct an evaluation of the program and the instructors. The instructors and the project administrators will conduct an evaluation of the program also.

TITLE Project WE CARE (Workers' Education and Community Awareness of Resources for Education) CL-8

CONTACT Anne Walsh Fogoros (412) 255-1124
Project Director
Information & Volunteer Services of Allegheny County
Pittsburgh, Pennsylvania 15219

OBJECTIVES

1) To centralize information on literacy/ABE needs so that it is available to all county residents via IVS and other human service organizations.
2) To provide staff of IVS with a sensitive, in-depth knowledge of the scope of illiteracy.
3) To encourage community linkages by sensitizing human service workers to literacy problems and resources.

DESCRIPTION

1) Strategy--The major thrust of WE CARE is the education of human service workers to the need and resources for adult education, using the resources of Information & Volunteer Services. This education is seen to be a necessary step in developing linkages between the human care and adult education systems.
2) There are three major components to Project WE CARE: a) information collection and dissemination. b) education of human service professionals to the literacy problem and possible solutions as well as linkage needs. c) to develop a system whereby interested volunteers could provide services to adult education programs.

FUNDING

$25,666 (Includes local match) July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Volunteers and Social Service Agency Personnel

PRODUCT

List of Volunteer Opportunities in Literacy, ABE, GED, ESL Programs, free; A New Volunteer Director's Kit, $3.75; Brochure on Project WE CARE, free; Computerized Record Form for Inquiries, not available; Directory of ABE/GED/ESL and Literacy Services, Including Volunteer Opportunities; and Bookmark to Recruit Volunteers, free. These project products will be made available to AdvancE, Adult Education Information Clearinghouse in Pennsylvania.

EVALUATION

1) Directory Evaluation: An evaluation sheet will be included in the directory.
2) Training of IVS Staff: Feedback from staff on regular basis to discuss concerns and to determine any gaps in information.
3) To monitor factors which prevent clients from using existing adult education resources: a computerized report of referrals logged as unmet (due to waiting lists, lack of child care, etc.) will be shared with the state to aid them in future planning. In addition, a record of calls generated by agency meetings and outreach will be maintained. Volunteers referred will also be documented.
4) Meeting Evaluation: Participants will be pre- and post-tested to determine their knowledge of the adult basic education system.

TITLE A Comparison of Community Linkage & Outreach Models for Maximizing ABE CL-9

CONTACT Dr. Michael A. Ciavarella (717) 532-1487
Professor of Counseling
Shippensburg State College
Shippensburg, Pennsylvania 17257

OBJECTIVES

Overall Goal—The overall purpose of this proposal is to develop, implement, and document the process of initiating outreach linkages which involve ABE personnel and personnel in business, industry, labor and human service settings. Specific Goal—To identify and compare linkage and outreach models that maximize adult basic education.

Specific Objectives:

1) To compare and analyze three community linkage and outreach models—rural, urban-suburban, and urban—for the purpose of identifying approaches which might be utilized to maximize Adult Basic Education.
2) To describe those factors and/or conditions which motivate leaders in the business-industry-labor community to become involved in linkages designed to promote Adult Basic Education (positive motivators).
3) To describe those factors and/or conditions that cause leaders in the business-industry-labor community to resist becoming involved in linkages designed to promote Adult Basic Education (negative motivators).
4) To identify community-based linkage approaches that could be utilized by ABE personnel to advance the employment training and occupational placement needs of adults.
5) To identify and describe those community-based linkages that tend to broaden the delivery of Adult Basic Education programs and services.
6) To identify and describe successful interagency and/or human services linkage models that could be used to impact on Adult Basic Education.
7) To disseminate the information acquired from this project to adult educators so that they might utilize the information to develop and refine their own community-ABE linkage and outreach strategies.

DESCRIPTION

1) The director and nine field investigators are collaborating to identify and compare community linkages and outreach models that maximize Adult Basic Education. The model settings include: rural, urban-suburban and urban. Data for the study are largely field based and extended by regional and national networks involved in similar research. Data will focus on a) those factors and/or conditions that cause the business-industry-labor community to promote or negate ABE efforts; and b) types of community outreach models in rural, urban-suburban and urban settings that maximize ABE.
2) The design of the study will involve two basic approaches: a) a thorough research of the literature to identify existing outreach models; and b) field-based investigative studies to extend and/or reinforce or challenge the literature findings. Methods will include the use of questionnaires, on-site visitations, interviews and other data-collection procedures.

FUNDING

$19,865 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Educators); and Counselors

PRODUCT

The product to be developed by this project will be a soft-covered document that includes outreach models--urban, urban-suburban and suburban that maximize Adult Basic Education. In addition, the document will include those factors and/or conditions that promote and/or negate the participation of business-industry and labor personnel in the pursuance of goals that maximize Adult Basic Education.

EVALUATION

The evaluation process for this project is basically adapted to the internal investigation of linkage approaches that impact on Adult Basic Education. The evaluative design has been established for the set purpose of measuring all of the stated objectives. The field investigative procedures include on-site visitations by the director and nine investigators, the completion of questionnaires by adult council members and council chairperson, and appropriate library research. The results of the evaluation have not been completed at this time, but will be presented in the final report of this study.

TITLE Project BAIL-OUT (Business, Adults, Industry Linkage/Outreach) CL-10

CONTACT Karen P. Gresh (412) 463-8578

Publicity Coordinators
ARIN Adult Learning Center
220 North Fifth Street
Indiana, Pennsylvania 15701

OBJECTIVES

Develop and document a linkage/outreach model with business, industry, and human service organizations to assist in meeting the needs of ABE students in Armstrong and Indiana counties.

DESCRIPTION

1) Compilation of a list of businesses, industries, organizations, etc.
2) Organization of advisory group of key individuals from above target groups.
3) Development of orientation package comprising material specifically designed for use in this project.
4) Establishment of linkage/outreach contacts and formulation of agreements where appropriate.

FUNDING

$17,959 July 1, 1980 - June 30, 1981
($16,163 federal funds and $1,786 local match)

TARGET AUDIENCE

Classroom Teachers and Administrators (Director, Coordinator)

PRODUCT

Linkage/Outreach Orientation Package has been developed which, although it is tailored to the ARIN Adult Learning Center, could conceivably be adapted for use by other programs. Also, the entire linkage/outreach model developed in the project will be adaptable for use by other programs. These latter might include learning or resource centers and outreach programs.

EVALUATION

A linkage/outreach model has been developed and implemented through steps described above and in the project's timetable (which serves as an evaluation instrument). Communication and linkage between the Learning Center and key groups have been expanded not only through personal contacts but through a number of other means as well, including repeated contacts with advisory group members and revision of the Center's mailing list.

TITLE Development of Linkages Among Community Education Programs

CL-11

CONTACT Shelly A. Ford (814) 838-4571
Coordinator of Federal Programs
Millcrook Township School District
Erie, Pennsylvania 16506

OBJECTIVES

To establish a Community Education Task Force which will:
1) Centralize information relating to existing community programs.
2) Involve representation of various community agencies, groups, organizations, etc. in the process of developing a community education model.
3) Make community members aware of community needs, programs, resources and the process of community education.
4) Make recommendations for existing school-sponsored adult education programs.

DESCRIPTION

The project has been divided into 3 phases:
1) Recruiting, planning and research
2) Assessing global community needs and resources
3) Development of an education model.

Phase 1 was accomplished by establishing an advisory council consisting of representatives from the major interest groups of the area (i.e., business, education, general public, etc.). Phase 2 consists of gathering data from the various agencies offering adult education courses in the community and a surveying of the general public to see what their interests and needs are. Phase 3 will be the compilation of the agencies' data and communities' data to provide a cross-reference of programs, program desire and to show where gaps might exist.

FUNDING

$5,965 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Volunteers and Community Agency Staff

PRODUCT

The Resource Guide produced by this project will be aimed at the general adult public (16 or over) residing in the Erie area. It will also assist organizations/agencies dealing with adult education in the planning of new programs to meet the needs identified by the needs assessment.

EVALUATION

The project's objectives will be evaluated in all three phases by the completion of the specific task outlined in the objective. The first 2 phases have been completed and by so doing, the objective has been met. The third objective will be met when the final document is produced (Directory of Community Adult Education Resources).

TITLE Community Linkage CL-12

CONTACT Judy Taylor (215) 372-4721
Project Coordinator
Reading Area Community College
Reading, Pennsylvania 19603

OBJECTIVES

1) To develop a model/process of program linkage to area business, industry, and human service organizations.
2) To increase local awareness and ultimately identify new target populations for adult basic education classes.
3) To implement the model process by serving 75 students during the ten week trial classes at the College and selected area locations.
4) To document both the model/process used to create the linkage, and the success of the trial classes.

DESCRIPTION

1) The Community Linkages Project's initial activity was the identification of local business, industry, and agencies which have a need for adult education courses for their employees. This was accomplished through visits, phone calls, and informal needs assessment.
2) After identifying participating businesses and agencies, project personnel and industry personnel jointly recruited students for the classes. Recruitment techniques included company newsletter articles, bulletin board signs, company mailings, personal contact, and in-house question-answer receptions.
3) Classes were set up at either RACC or at the employer's work site. Flexible schedules were established to accommodate students working split-shifts.
4) Materials used include McGraw-Hill's "How to Prepare for the New High School Equivalency Examination" by Jenkins, Silveira and Reynolds, and teacher-prepared materials for ABE.

FUNDING

$23,315 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE) and Adults with Limited English Language Skills

EVALUATION

Evaluation of this project will be three-fold. Students will fill out an evaluation form, detailing their in-class experience. Teachers will evaluate both the program and the interaction with the participating industry. Finally, key personnel of participating industries, businesses and agencies will be asked to evaluate the entire project.

TITLE Community Education Training Project CL-13

CONTACT Robert I. Berridge (713) 845-2620
Director
Center for Community Education
College of Education, TAMU
College Station, Texas 77843

OBJECTIVES

Provide staff development activities for Community Education Personnel in the following activities:

1) Superintendent's awareness workshop.
2) Summer training institute for newly employed personnel.
3) Follow-up, mid-year, workshop.
4) Provide one-on-one training at L.E.A. sites.

DESCRIPTION

Workshop activities include large and small groups, lecture, role play, audio-visuals, simulation, case studies. Participants are to provide the information to implement a comprehensive community education project in their own locale. On-site visits by staff acts as reinforcement.

FUNDING

$41,374 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Administrators (Community Education Director)

EVALUATION

A process-product evaluation technique will be used. Based on the stated objectives, process or ongoing evaluation will determine whether the objectives have been met or whether they should be restated during the projects. Products evaluation will assess the total effect of the project as determined by the evaluation data collected at workshops and from the on-site visits.

Records will be kept of all visitations, suggestions made, and data taken.

COMPETENCY-BASED ADULT EDUCATION

TITLE Development of a Curriculum Package to Meet the Needs of Adult Learners CB-1

CONTACT Joanne Zinsmeister (202) 862-9400
Research Associate
Kirschner Associates, Inc.
Washington, D.C. 20036

OBJECTIVES

1) To conduct a needs assessment for the existing curriculum materials in ABE and AEHS programs in the District.
2) To recommend changes to be made in the existing curriculum materials so as to integrate both APL and CB.
3) To identify and procure curriculum materials in consumer education, fundamental high school subjects and ESL.
4) To train staff in the use of the curriculum package.
5) To disseminate the study findings and recommendations.

DESCRIPTION

Upon completion of the needs assessment, KAI identified many gaps in the existing curriculum materials in the ABE and AEHS programs in the District. The curriculum package, Practical Adult Survival Skills (PASS), which is an individualized instructional management program designed to teach and to measure the basic skills important to everyday living, was identified and recommended to DACE for potential use in its program. Two workshops are currently being planned to instruct administrators and teachers on the integrated Adult Performance Level competency-based approach and on how the PASS system can be developed with the existing curriculum materials.

FUNDING

$14,280 October 1979 - June 1981

TARGET AUDIENCE

Adults with Limited English Language Skills and Functionally Illiterate Youths and Adults

PRODUCT

Revised curriculum materials in the form of PASS. PASS, developed by Alpha II, is multi-dimensional. The system builds on basic reading and math skills, incorporating vocabulary development, writing and problem solving within five major areas of "life competencies:" Community Resources, Occupational Knowledge, Consumer Economics, Health and Government and Law. The instructional materials in PASS are eclectic--selected from several publishers on the basis of their appropriateness to the content area and performance objectives.

EVALUATION

No formal evaluation of the effectiveness or impact of the project is planned.

TITLE Project Process CB-2

CONTACT Carl R. Phillips (217) 384-3638
Coordinator
Urbana School District #116
1776 E. Washington, Rm. 123
Urbana, Illinois 61801

OBJECTIVES

1) Identify and express competencies relevant to the different levels of classes existing in Urbana Adult Education.
2) Develop and field test CBAE learning packets of modules.
3) Maintain and expand existing CBAE Resource Center.

DESCRIPTION

1) Needs assessment was administered to students, results tabulated, competencies targeted and prioritized, and instructors selected for writing of CBAE modules.
2) Formal workshops and meetings held addressing issues related to modules. Module topics selected and writing, appropriate field testing and revisions are underway.
3) To help and guide instructors interested in CBAE, existing Resource Center has undergone expansion to include several more CBAE-related materials, articles, bibliographics, etc. Bi-monthly newletter written and disseminated.

FUNDING

$16,200 August 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE I, ABE II, Adult Secondary)

PRODUCT

16 competency-based adult education modules will be developed for use in adult education classes. Modules are of various topics that integrate basic and life skills needed by adults to function sufficiently in particular areas of society. By using these modules and others available, instructors will begin to integrate CBAE into existing adult education programs.

The following CBAE modules will be available on or about June 30, 1981.

1) Level I--Functional Reading Vocabulary Development, Part I; Functional Reading Vocabulary Development, Part II; Calendars and Dates; City Maps; Money; Nutrition; Working With Time; Using Linear Measurment; Using Liquid Measurement; and Child Health.
2) Level II--Economical Nutrition; Cash or Credit?; When is a Sale a Sale?; and Insurance--A Mini-Course.
3) Level III--Weight Control and Writing to a Government Official.

EVALUATION

1) Evaluation by participants and/or users of project and services.
2) Self-evaluation.
3) Field testing of modules with targeted population being selected classes of Urbana Adult Education.

TITLE Competency Based ABE/GED Project

CB-3

CONTACT Jane Jacobus (515) 322-3786
ABE Instructor
Adult Basic Education - Southwestern Community College
Corning, Iowa 50841

OBJECTIVES

It was the general purpose of this project to develop a competency-based program using the existing ABE/GED curriculum and also to expand the curriculum while limiting the time spent with each participant to one two-hour session per week. Implementation of CBAE into the existing program can insure added success of the existing program because of the high level of student involvement in the goal setting and evaluation processes. The expansion of the existing program has allowed us to serve more people in the community. By offering multiple types of learning activities, we are able to meet more participants' individual needs and interests.

DESCRIPTION

1) We began the program's implementation by heightening the community's awareness of the existing program and the advantages of a competency-based program. This was accomplished by meeting with different community groups, church groups, and local agencies, and by submitting articles in the local papers.
2) Simultaneously, we were investigating and reviewing available materials from other CBAE programs, selecting appropriate materials and evaluating material already used in the local class. New needed materials were ordered.
3) The ABE coordinator and instructor continued to research CBE by reading and collecting new information and by attending a Competency-based Staff Development Workshop.
4) We worked to broaden the scope of the existing ABE/GED curriculum to include individualized skills development (e.g., typing, bookkeeping, accounting, etc.), depending upon the needs, interests, and goals of the students. A questionnaire was distributed to various people in the community to give us some idea of what prospective students would like to have available.
5) We incorporated Drake's 310 project of registration forms, goals setting sheets, evaluation form and follow-up information sheets. Testing methods for student evaluation were also examined and chosen.
6) Using existing programs for guides, competencies to correlate with ABE/GED subject area curriculum were developed. Competencies for the additional skills offered were also developed.
7) The program was implemented September 1980 and is continuing. We meet two nights a week. On Monday, students working toward the GED certificate, educational self-improvement and basic accounting meet. On Thursday, students involved in the basic typing program meet.

FUNDING

$11,795 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-GED)

PRODUCT

For proper implementation of this project, competency lists were designed for each subject area. A cross-reference of competencies and available materials for each subject area was also made. To help assess the completion of each competency, some written evaluation sheets have been developed. These do not include all of the individual competencies because oral evaluation is also used. The written assessments are available upon request.

The primary group best served by this project are the non-high school graduates wanting to complete the GED program and test or those who are seeking necessary job skills. The secondary group includes any adult wanting additional education to refresh or improve basic skills or other skill areas, depending upon the needs.

A total set of the following items are available for $4.00: Competency Lists (Mathematics, Science, Social Studies, Reading, Writing, Typing and Accounting); Abbreviations Used; Bibliography of Materials; and Cross-Reference of Competencies.

EVALUATION

The ultimate evaluation used for this project is the ability of the students to pass the GED tests. The accounting and typing students are evaluated by their ability to use their new skills.

To determine the participant's functioning levels, the Tests of Adult Basic Education (TABE) are used as pre-tests and, when possible, as post-tests. The Adult APL Survey is also used to evaluate the participants. If weaknesses are apparent, the skills needed to improve these weaknesses are incorporated into their individual programs.

If additional assessments need to be made, additional testing is availabe (e.g., PIAT, KeyMath, short form Congitive Style Mapping and VALPAR). Job-seeking skills and job interest assessments are also available.

TITLE New Jersey Adult Reading Project CB-4

CONTACT Lynn Klem (609) 445-6211
Director of Special Programs
Glassboro State College
Glassboro, New Jersey 08028

OBJECTIVES

To identify, adapt, and/or develop methods by which to assess adult reading skills and competencies; to identify the reading skills addressed in various competency-based adult reading materials; and to provide inservice training to New Jersey adult educators concerning the components of the competency-based adult reading management system.

DESCRIPTION

1) Identification and development of methods to assess adult reading skills and competecies: a) establishment and participation of active advisory board (ongoing); b) need assessment results from active adult educators currently working in the field; c) review of literature and all related materials pertinent (APL, etc.); d) convening of two-day Colloquium consisting of statewide adult educators and reading specialists with objective of creation of an Adult Skills Array; e) development of three interest inventories for use by adult educators (inventories in revision); and f) ongoing development of Competency Assessment Tests (CAT).
2) Identification of reading skills in various competency-based adult reading materials: a) location and listing of such materials; b) creation of ARIES—a catalog of the above materials in revision; and c) analyzation of materials using the Adult Skills Array developed by Colloquium participants.
3) Inservice trainings to New Jersey adult educators concerning components of the Competency-Based Adult Reading Project: a) inservice sessions held to explain and field test interest inventories; b) inservice sessions held to explain and field test ARIES; and c) statewide inservice session to explain and field test Competency Assessment Tests.

FUNDING

$66,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Program Directors); Counselors; Volunteers; and Paraprofessionals

PRODUCT

Interest Assessments (in revision)—available FY'82 from New Jersey Adult Reading Project; ARIES (in revision)—available FY'82 from New Jersey Adult Reading Project; Adult Reading Skills Array—available presently from New Jersey Adult Reading Project and Resource Centers; Competency Assessment Tests (in development)—projected availability FY'82; and competency Director Word Lists (in development)—projected availability FY'82

EVALUATION

1) Products and methods were first submitted to advisory board members for reaction and evaluation.
2) Products and methods were revised according to advisory board feedback and then presented to adult education instructors for field testing.
3) Products and methods were revised according to adult education instructors' feedback from field testing of project components.

CORRECTIONS EDUCATION

TITLE Coordination Project for Educational Change at the Will County Jail COR-1

CONTACT Margaret Linton (815) 729-9020, etx. 222
Director
Joliet Junior College
300 W. Briarcliff
Bolingbrook, Illinois 60439

OBJECTIVES

1) To develop and implement a complete system of Intake-Assessment-Information-Referral and Follow-Up for a selected number of residents of the Will County Jail.
2) To sensitize and develop cooperation among community agencies to develop and provide services while residents are incarcerated and upon release.
3) To develop a model program with long-range effects on planning and implementation for the Will County Jail and which could be adapted in similar settings.

DESCRIPTION

1) Research and development of implementation process.
2) Interview and select residents based on established criteria.
3) Continue assessment and monitor CBAE/APL curriculum, develop with student education/training/employment plan, identify problems upon release.
4) Seek community support and referral for problem resolution.
5) Follow-up on residents on release or transfer (week-1, month-1, month-2).
6) Evaluate progress and formulate report.

FUNDING

$7,884 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Institutionalized (Correctional)

PRODUCT

Reports, evaluations and the handbook will be available at the conclusion of the project. Dissemination will be under the direction of the Illinois State Board of Education, Adult and Continuing Education Section. No local or project funding is provided for this purpose.

EVALUATION

1) The recidivism rate for the thirty participants in the project will be reduced from 60% to 20%.
2) A network of community agencies shall show proof of service to the target group and pledge continuing commitment.
3) One-third of those participating in the project will enroll in continued education or training upon release or transfer, showing proof of education as a change agent.
4) The program model shall show a rate of success to enlist continued support by the local agencies and institutions.
5) A system of articulation with project participants and institutions where they may be placed following trial will be implemented.
6) Success of the project will demonstrate to the county and Sheriff's Department the need for their assuming continuation of the program.

All activities and objectives will be measured. Assessment instruments are published tests and case history interviews.

TITLE St. Charles Parish Prison Academic and Enrichment Program

COR-2

CONTACT Irvon J. Gomez (504) 785-6289
Supervisor
St. Charles Parish School Board
Luling, Louisiana 70070

OBJECTIVES

1) To develop and implement a part-time adult education program for parish prison inmates.
2) To develop and implement a rehabilitative enrichment program of self-improvement for parish prison inmates designed to accommodate the special needs of the inmates.
3) Participating inmates will exhibit an improved attitude toward self and society as measured by interviews, observation and/or witten questionnaires.
4) The program will establish cooperation between the St. Charles parish school system, the Sheriff's department, and other agencies to provide educational and rehabilitative services to institutionalized adults.

DESCRIPTION

The project is comprised of two complementary components. The first component is academic. A certified adult education instructor teaches five hours a week, giving instruction according to individual need in the areas of reading, math, science, social studies and literature in preparation for the GED. Other activities in this component include remedial academic classes, reinforcement of correspondent-type courses which are available to the prisoners and upgrading of the journalism program at the prison. The teacher utilizes community volunteers from every age group and profession to donate their time and expertise to provide these services to the prisoners. The second segment is an enrichment and self-improvement program which consists of workshops and ongoing classes dealing with educational, vocational and social needs and interests pertinent to the inmates. These sessions are coordinated by the teacher/coordinator who will recruit, organize and schedule community volunteers to conduct the sessions in areas such as: alcohol and drug abuse, personal growth and coping skills, survival and vocational skills, music, arts and crafts, religion and sports. The class size varies but includes predominantly one-to-one and small group instruction.

FUNDING

$3,500 November 1, 1980 - May 31, 1981

TARGET AUDIENCE

Rural Residents and Institutionalized (Correctional)

EVALUATION

The method of evaluation will simply be one of compiling the data gathered on GED classes and on enrichment classes and workshops to determine the degree to which the objectives have been achieved. Some of the results will be directly measurable, i.e., the number of GED graduates, the number of upgrading certificates issued, and the number of grades elevated. The measure of the effectiveness of the enrichment program will be less tangible. The evaluation will consist of the compilation of survey and feedback information, pertinent pre- and post-test information, attendance statistics, and a final project report.

TITLE Newspapers-in-the-Classroom: COR-3
A Continuously Current Text for Correctional Education

CONTACT Nancy A. Bowers (717) 742-8943
Elementary/Secondary Teacher - Corrections
Milton, Pennsylvania 17842

OBJECTIVES

1) To orient workshop participants to the use of the newspaper in the classroom and make them aware of successes of programs of this type.
2) To provide participants with simulation techniques to be used with the newspaper.
3) To give participants effective questioning strategies.
4) To enable participants to make and use effective lesson plans using the newspaper as a text.
5) To enable participants to help students achieve passing scores on the General Educational Development test.

DESCRIPTION

A workshop for correctional educators was held in August 1980. The educators were given instruction in using newspapers as tests in GED, ABE, and APL programs, as well as in setting up learning centers. The participants also worked on original group projects using the newspaper. To date, final data has not been collected from all participants. The State Correctional Institution at Muncy, however, has been using the newspapers as texts in the GED program; and the results thus far are as follows:

1) An average rise of two-three points per GED practice test section per person over a sixmonth period of instruction using newspapers.
2) A rise of 52 points in one student's GED score over a three-month period.

FUNDING

$3,079 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Counselors

EVALUATION

1) Evaluation sheets dealing with the effectiveness of the workshop were completed by the participants. Evaluation of the effectiveness of the actual program has been monitored by administration of the Test of Adult Basic Education and the official GED practice test, as well as by subjective teacher evaluation.
2) Objectives One, Two and Three were evaluated subjectively by the professors at the workshop. Objective Four (to some extent) and Five will be evaluated by the offical GED practice test and the GED test itself.
3) No official field testing is planned other than soliciting the results of any workshop participants who have used the program in other correctional facilities.
4) The evaluations by professors and participants were excellent. The professors were pleased with projects completed and with the attitudes and efforts of the participants. Participants expressed a high degree of enthusiasm for the workshop and unanimously elected to use the newspaper in their classrooms if funding became available.

TITLE Computerized Instruction for Institutionalized Adults Students, Addicts and Alcoholics COR-4

CONTACT Karl A. Schneider (215) 539-6000, ext. 503
Director of Education
Eagleville Hospital and Rehabilitation Center
P.O. Box 45
Eagleville, Pennsylvania 19408

OBJECTIVES

1) Introduction of computerized instruction into existing curricula and teaching approaches.
2) Training of three teachers and project staff in the utilization of computerized instruction.
3) Utilization of the TRS-80 computer by students.
4) Teacher evaluation of benefit to students compared to existing approaches.
5) Experimentation with the development of computerized instruction and approaches.

DESCRIPTION

1) Training provided by consultant as well as by Intermediate Unit course, "Computer Instruction for Teachers," plus additional training provided in BASIC program language by Eagleville Evaluation Staff.
2) Log of student participation and responses with teacher evaluation of tapes viewed was developed.

FUNDING

$4,999 July 1, 1980 - June 31, 1981

TARGET AUDIENCE

Minority Ethic Group (Black, Puerto Rican); Educational Level (Non-reader to Grade 12); Institutionalized: Health and Correctional; Classroom Teachers; Volunteers; and Paraprofessionals

PRODUCT

1) A new multi-math adult cassette tape to be developed.
2) A catalog with descriptive material about tapes to be developed.
3) Several TRS-80 cassette tapes have been adapted to be more client oriented.
4) Motivational games have been developed.
5) A four-session Training Program for Staff in BASIC Language has been developed.

EVALUATION

We are currently using a process evaluation methodology in order to optimize the benefits of a computer-assisted instructional program. Subjective measures including the following have been used:

1) Student response to individual cassette tapes and programs noted in a log.
2) Teacher evaluation of student receptivity, length of time needed for learning a specific content area and the flexibility of schedule requirements were noted.

TITLE Adult Basic Literacy Skills COR-5

CONTACT Milton Morozowich (412) 748-3010, ext. 160
Education Coordinator
Pennsylvania Department of Education
Division of Corrections Education
State Regional Correctional Facility, Mercer
Mercer, Pennsylvania 16137

OBJECTIVES

The main objective of this project is to prepare correctional educators to use the Laubach Method as a teaching tool to help non-readers achieve basic literacy. This objective will be met through several specific sub-objectives: a) the participants will be introduced to and will be able to use New Readers Press Laubach Method materials to teach reading in the classroom; and b) the participants will be able to return to their institutions and instruct other teacher/tutors in the use of the Laubach Method for teaching reading—"Each one Teach one."

DESCRIPTION

This project addresses the priority of staff development in adult education in coorectional facilities with the basic goal: to help adult non-readers to achieve basic literacy. Part of accomplishing this is to build a ladder of successful learning experiences. This gives students a more positive self-image, based on greater self-confidence and improved competence.

FUNDING

$3,353 August 15, 1980 - August 15, 1981

TARGET AUDIENCE

Teachers and Inmate Tutors

EVALUATION

Non-readers who subsequently use the Laubach Method in their respective classrooms will be able to: a) achieve higher passing rates on GED test; b) increase their reading grade level on Test of Adult Basic Education; and c) achieve a basic (ABE) reading literacy level. During the workshop, the presentors will be observing and evaluating the effectiveness of the presentations, as well as evaluating the student presentations. The participants themselves will complete an evaluation form at the conclusion of the workshop. Later in the year, the participants will be contacted in order to ascertain whether they are using the Laubach Method in their classrooms. Statistics will also be gathered at the time showing the results (GED scores, TABE scores, etc.) of the use of the Laubach Method in helping non-readers achieve adult basic literacy skills.

TITLE Proposal for the Development of a Model
for a Geriatric Educational Program
in a Correctional Institution

COR-6

CONTACT Stanley M. Jobe
APL Assessor
Texas Department of Corrections
Windham School System
Huntsville, Texas 77340
(713) 291-5185

OBJECTIVES

1) The development of a model program to meet the needs of older adult learners.
2) To implement this program on a pilot basis.
3) To provide inservice and information for all campuses for older adult learners.
4) To assist teachers and principals in implementing this program.

DESCRIPTION

1) Research the existing literature relevant to geriatric educational programs in a correctional institution.
2) Evaluate current Windham School System policies and programs applicable to geriatrics.
3) Synthesize data from part 1) and 2) above.
4) Design the needs assessment instrument based upon oral and written questionnaires completed by students.
5) Administer the needs assessment instrument.
6) Correlate data from part 3) and 5) above.
7) Develop a program based upon actual needs, research and policies and existing programs.
8) Evaluate and refine the model geriatric educational program.
9) Plan for implementing the model geriatric educational program.
10) Provide staff training and development pertaining to geriatric educational program.

FUNDING

$43,569 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Institutionalized (Correctional)

PRODUCT

A teaching guide is being developed emphasizing life coping skills most needed by older adult learners.

EVALUATION

Evaluation of this project included student, teacher and administrative verbal input, staff evaluations and administrative evaluations.

COUNSELING

TITLE ABE Counselor

CONTACT Dr. Marjorie Dole (501) 273-7736
Counselor
Benton County Learning Center
Bentonville, Arkansas 72712

OBJECTIVES

This project grew out of a perceived need to personalize the ABE experience through offering counseling and guidance services to students in the areas of vocational choice, short- and long-range planning, and in the personal social aspects of their lives. There was also a need for more detailed information as to the composition of the student body for future program planning. A third emphasis was to initiate community service programs which might be a means of publicizing adult education, attract prospective students, and encourage the concept of lifelong learning.

DESCRIPTION

1) A full-time professional counselor was hired for a nine-month position. Office space and secretarial help supplied by center.
2) Staff and students were made aware of counseling and guidance services available. Emphasis was on vocational-educational counseling.
3) Students were referred by staff or self-referred for counseling.
4) Career guidance instructional modules were prepared and presented to the class, followed by individual interviews.
5) In-service training of staff was accomplished by presentations at staff meetings, circulation of materials, and frequent informal chats concerning student needs. Counselor became a resource person and a liaison with community agencies.
6) A research study on retention/separations was undertaken using 1979-80 data. Analysis of data showed differential patterns of enrollment and attendance for males. Replication of the study for 1980-81 is planned.
7) A Lifelong Learning Lecture Series project was begun with community participation from three towns.

FUNDING

July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Counselors.

EVALUATION

Written evaluation by participants of workshops and group instructional presentations. Informal feedback from counselees, staff, and community.

TITLE GED Field Counselor

CONTACT Ida Wanatowicz (303) 945-9196
Director, ABE Program
Sarah Hess
GED Field Counselor
Colorado Mountain College
526 Pine Street
Glenwood Springs, Colorado 81601

OBJECTIVES

1) To forumlate and implement a career development, educational and life planning delivery model that meets the needs of the GED clientele and increase access to educational/career information.
2) To provide counseling to prospective GED students, those participating in the GED preparation classes and follow-up for those students who have successfully passed the GED test. Counseling and information to be provided to 100+ persons participating in the GED program.
3) Information pertaining to the GED examination and the availability of counseling disseminated by the field counselor in promotional material to approximately 100+ adults. All students participating in the GED preparation classes informed of the availability of counseling.
4) To establish a resource collection specific to the needs of the GED clientele with the main focus on information pertaining to career, education and life development.

DESCRIPTION

1) The first step was to familiarize the counselor with local and statewide resources available and applicable to the GED client.
2) The next step was to make the counselor visible. This was done by distributing informational brochures and posters in the various communities served. Advertisements were also placed in local papers describing the GED program and the availability of free educational/ vocational counseling.
3) The GED counselor contacted the students via GED preparation class visits.
4) Because the college service area covers approximately 15,000 square miles, contact with the student via the mail was very important. All letters include information about the availability of free educational/ vocational counseling.
5) A follow-up letter is sent to those students who began a GED preparation class but dropped out. Via these methods the counselor has contact with almost all of the GED clientele the college serves.
6) The next step is up to the student and involves them contacting the counselor and requesting information or assistance.

FUNDING

$7,000 October 6, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Educational Level (9-12); Rural Residents; Institutionalized (Correctional); and Adults with Limited English Language Skills

PRODUCT

Upon completion of this project, a model for delivering counseling services to rural areas will be available. This model will include all materials developed in this project (student information forms, evaluation forms and all correspondence forms).

Statistical information on the effectiveness of this project will also be included. This model will be useful to other educational programs that provide services on an outreach basis in rural areas.

EVALUATION

Follow-up on the GED student and GED graduates is done either by a letter, once again stating the availability of counseling services, or by personal contact.

A conservative estimate of the number of GED tests given in the first quarter of 1981 clearly indicates an increase of 33% as compared to figures of 1980. Student enrollment in the GED preparation classes has increased as well, by approximately 37% over the previous year.

The relationship between this project and the marked increase in the GED testing and student class enrollment can be directly determined by statistical comparison of 1980 figures and 1981 figures. The total profile of student population served by this project will not be available until the middle of June 1981—at which time final analysis and report will be performed.

Although statistical analysis is not conclusive as yet this project has made the GED program much more visible in the communities and the provision of follow-up and counseling services to the student has definitely played an important role in the total growth of the program.

In addition data will be obtained as related to degree of changes in student's life as a result of the available career/educational counseling service (i.e., number of students enrolled in post-secondary schools, vocational/certificate programs, military, client's upgrading/changing employment and other personal benefits derived by the student). This information will be presented in a table form.

TITLE A Model for Providing Vocational Counseling Services to Adult Basic Education Students

CONTACT

Sue Miller-Villegas (317) 635-6100, ext. 88
Project Director
Indiana Vocational Technical College - Region 08
Indianapolis, Indiana 46204

OBJECTIVES

1) At the conclusion of this project the following information will be reported: a) recommendation for the optimum method of providing counseling services within an adult basic education program, and b) impact counseling has had on retention/separation rates of ABE students.
2) Upon successful completion of this project, the ABE students participating in all phases of the counseling process will demonstrate measurable achievements in the following areas: a) identification of skills, vocational interests, personal and occupational values; b) effectively use the career decision-making process; c) locate/utilize community services; and d) write a resume, fill out a job application, and participate in an interview.

DESCRIPTION

This project will provide and evaluate vocational counseling services at two Adult Basic Education centers in central Indiana. Two methods of counseling will be employed, individual and group counseling. At one site, a full-time professional counselor will provide individual counseling; at the second site, the full-time counselor and project director (also a professional counselor) will provide group counseling in the form of three workshops.

A Pre-Post Test will be used to measure the effectiveness of the counseling service at both counseling sites. An individual counseling plan will be developed after pre-testing at the individual counseling site. This plan will be developed by the student and counselor, based upon the student's level of understanding of the career decision-making process. Professional counseling strategies will be employed to assist the student in reaching his/her goals. Counseling tools and resources developed at the individual counseling site will be employed at the group counseling stie, only the method of delivery will be altered.

FUNDING

$39,921 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-8th Grade Functional Level); Rural Residents; and Urban Residents

PRODUCT

This project will serve as a model counseling program for other Adult Basic Education programs or community agencies interested in establishing a counseling program. An innovative aspect of this project lies in the comparison of methods used in providing this vocational counseling service to Adult Basic Education students. The students will be provided either individual vocational counseling services or group counseling services. A comparison of the effectiveness of the two services will be made, and the optimum method of providing vocational counseling services will be recommended. In addition, information concerning the legal, logistical, and programmatic issues involved in providing vocational counseling services will be provided. An analysis of data resulting from the evaluation tools will document the project results. This information will be made available in the form of a Final Report.

A Final Report of project activities and results will be submitted to the Indiana Department of Public Instruction on June 30, 1981. The reports will be made available through DPI.

EVALUATION

Three evaluation tools will be used to measure the effectiveness of the counseling service in terms of meeting the project objectives. Following is a description of each:

1) Pre-Post Counseling Questionnaire—developed by private, educational consulting agency - Analysis of co-variance
2) Goal Attainment Profile—developed by project staff - Analysis of behavioral changes
3) Student Evaluation of Counseling—developed by staff - Analysis of data

Preliminary data indicates counseling to be an effective method of achieving the stated objectives. In addition, individual counseling seems to be more efficient than group counseling in terms of counselor's time and the number of students served.

TITLE Counseling Services for ABE Programs in Maryland

C-4

CONTACT Sue Prosen (301) 338-8273
Project Director
Johns Hopkins University
Baltimore, Maryland 21218

OBJECTIVES

1) To determine the current status of counseling services in ABE programs in Maryland.
2) To determine counseling needs of ABE students in Maryland.
3) Design a counseling implementation and staff development plan for ABE programs.

DESCRIPTION

For Objectives One and Two: a) develop survey; b) contact local ABE programs; c) distribute and collect instruments; d) conduct follow-up visits; and e) analyze and report on data.

For Objective Three: Develop a multi-year counseling plan based on data analysis.

FUNDING

$12,850 July 1, 1980 - September 30, 1981

TARGET AUDIENCE

Counselors

PRODUCT

A multi-year ABE counseling plan.

EVALUATION

Documentation in periodic reports of progress toward completion of objectives.

Submission and acceptance by Maryland State Department of Education of multi-year implementation and staff development ABE counseling plan.

TITLE WATS Information Services

CONTACT Debra Regan (603) 271-2270
Learning Line Coordinator
New Hampshire Post-Secondary Education Commission
Concord, New Hampshire 03301

OBJECTIVES

1) Provide informational services via toll-free WATS line to undereducated adults throughout the state.
2) Publicize the information service through newspaper ads, posters, etc.

DESCRIPTION

This project is an expansion of the New Hampshire Learning Line services, an ongoing information center designed to provide information to adults seeking post-secondary educational services. The special project funds allowed the information center to expand its services to adults seeking secondary level or basic education services. It also minimized the cost of the project.

FUNDING

$1,500 Ends June 30, 1981

TARGET AUDIENCE

Undereducated Adults (Statewide)

EVALUATION

Review of project data by State Adult Basic Education Office.

TITLE York College Survival Skills
Tape Development Project

CONTACT Regina S. Giuliani (212) 969-4154
Director, Comprehensive Learning Center
York College of the City University of New York
Jamaica, New York 11451

OBJECTIVES

Identify priority survival concerns of Adult Basic Education participants in the Borough of Queens, select 12 topics for tape development, develop tapbs and written materials as supplementary counseling resources, evaluate, assess, and if necessary, modify materials, translate materials, record final tapes, and disseminate.

DESCRIPTION

Develop Needs Assessment Instrument, collect data from all segments of target population, analyze to identify topics, develop the twelve curricula, produce tapes and materials, evaluate, modify, translate scripts and materials, record, duplicate and disseminate. It is hoped that this is a contribution to providing supplementary counseling resources cost-effectively.

FUNDING

$9,973 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Speaking Spanish, Greek, Armenian); Older Adults; and Educational Level (Adult Basic Education)

PRODUCT

Through this project 12 audio tapes plus accompanying written material on "survival skills" topics will be produced that can be used as supplementary counseling resources by Adult Basic Education providers for their clients. Since the topics for the tapes were selected based on the results of a needs assessment of students currently enrolled in Adult Basic Education programs in the Borough of Queens, New York city, population for whom the tapes might be most applicable are disadvantaged individuals, native and foreign born, residing in heavily populated urban areas.

EVALUATION

Major aspects of the project that will be evaluated include:

1) Needs Assessment Instrument—The needs assessment instrument developed for us in this project was reviewed by ABE providers in the borough relative to its clarity, comprehensiveness, readability, etc.
2) Topics Selected for Tape Development—The topics selected for tape development were based on the results of a needs assessment completed with over 300 individuals currently attending Adult Basic Education and English as a Second Language classes.
3) Developed Tapes—The actual tapes produced through this project will be evaluated by Adult Basic Education providers in the Borough of Queens, as well as by program staff and a sample group of participants prior to finalization of the taped material.

TITLE COIGN: Counselor's Outline of Implementation for Growing Needs C-7

CONTACT Tina M. Tabler (814) 359-3069
Counselor/Educator
Central Intermediate Unit #10
c/o Centre County Vo-Tech School
Pleasant Gap, Pennsylvania 16823

OBJECTIVES

1) To provide staff development in career counseling of culturally disadvantaged adults for a minimum of 80 ABE counselor/staff.
2) To provide staff development in the area of presenting job-search workshops for the culturally disadvantaged for or in cooperation with local agencies that serve similar target populations.

DESCRIPTION

1) Two three-hour process workshops have been provided at the four locations determined by the Adult Education Section of the Division of Adult Education and Training Program.
2) Methods of workshop presentation included large group lecture and discussion, small group task projects demonstrating several components of career development (experiential exercises, skill-building, resource knowledge, etc.), and a video-taped presentation.

FUNDING

$15,300 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Counselors

PRODUCT

A comprehensive process (how-to) job-search workshop packet for the culturally disadvantaged has been developed, and is currently being printed. It will then be available for ADVANCE dissemination.

EVALUATION

Project COIGN was evaluated on the basis of numbers reached in the areas of both workshops provided and ABE counselors/staff trained, as outlined in the Project Objectives. In addition, participant evaluation of workshops presented and the results of a preand post-test/survey on participant knowledge of local resources was a major part of the overall project evaluation process.

TITLE Bilingual Career Exploration
Counseling Workshop Handbook

CONTACT Louis Persico (717) 236-9533
Coordinator
Harrisburg Area Community College
Harrisburg, Pennsylvania 17110

OBJECTIVES

To develop a clear, concise, easily understandable career exploration counseling workshop handbook.

DESCRIPTION

1) Research and consultation
2) Compilation of handbook materials
3) Initial writing and concurrent interpretation
4) Field testing of the handbook
5) Necessary revision
6) Production of final product
7) Dissemination of the handbook

FUNDING

$4,949 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Counselors

PRODUCT

All materials necessary for the giving of an actual career exploration workshop have been developed. At completion of project a career exploration counseling workshop handbook and all workshop materials will be available.

EVALUATION

Field testers utilizing the career exploration counseling workshop handbook will give a career exploration workshop. Afterwards, they will complete an evaluation instrument.

DISSEMINATION/DIFFUSION

TITLE Resource Center of Adult Education Materials

CONTACT Berta Dargen (501) 743-3000
Director of Adult Education
North Arkansas Community College
Harrison, Arkansas 72601

OBJECTIVES

The North Arkansas Community College Adult Basic Education program proposed and did establish a resource center for local adult educators containing ABE/GED level materials. Counties served by this center include: Boone, Carroll, Marion, Newton, Searcy and Van Buren. The non-consumable supplemental teaching aids are available for free checkout by area educators.

DESCRIPTION

A directory of materials and checkout procedures were mailed to ABE/GED programs in the counties served. Materials may be requested by phone or by mail. The directory contains a description of the material, number of copies available for checkout, grade level, cost and publisher.

FUNDING

$3,551 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; and Paraprofessionals

PRODUCT

A directory listing the materials available in the center has been developed and disseminated to area ABE/GED programs. The directory contains a description of the material, number of copies available for checkout, grade level, cost and publisher. The materials selected for the center cover math, English, science, history, testing and reading. There are also several professional books available in the center.

The directory of material is available (at no charge) at:
North Arkansas Community College
Pioneer Ridge
Harrison, Arkansas 72601
Phone: (501) 743-3000

EVALUATION

The effectiveness of the center will be evaluated through the frequency of use by adult educators and paraprofessionals.

TITLE Region IX Adult Education Consortium D-2

CONTACT Robert W. Heath (808) 946-6339
Director
Nomos Institute
Honolulu, Hawaii 96826

OBJECTIVES

1) Prepare and distribute a quarterly newsletter for the Consortium.
2) Administer and disburse funds for staff development travel.

DESCRIPTION

Nomos prepared four issues of the newsletter, Adult Education Newsline for Region IX. The newsletter has included news notes from Consortium members, abstracts of publications in adult education, ERIC abstracts, a calendar of events, and articles of interest to adult educators.

Nomos provided administrative services for travel to staff development activities. Nomos provided advances and reimbursements for travel to the staff development activities.

FUNDING

$29,592	(California)	July 1, 1980 - June 30, 1981
$22,500	(Arizona)	
$500	(American Samoa)	

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

Nomos produced four issues of the Adult Education Newsline for Region IX, a six-page newsletter. The newsletter was distributed by Region IX Consortium members to adult educators within their state or territory. A total of 500 copies of each issue was published. A limited number of copies of back issues is available.

EVALUATION

In meetings of the Consortium, members reviewed and evaluated services provided by Nomos Institute.

TITLE Louisiana Adult and Community Education Professional Conference Network D-3

CONTACT Robert Boyet (504) 473-7981
President, LAPCAE
Louisiana Association for Public,
Community and Adult Education
Donaldsonville, Louisiana 70346

OBJECTIVES

1) To work cooperatively with the Bureau of Adult and Community Education in utilizing the expertise and information provided through three national professional association conferences to be held in New Orleans, in order to provide extensive staff development and teacher-training opportunities for local adult education personnel in the state.
2) To provide the Bureau of Adult and Community Education direct input in all planning and developmental aspects of the conferences by designating a staff member from the Bureau to serve on each of the national convention planning committees.
3) To provide comprehensive dissemination and promotional activities for each of the national conferences to meet training needs of the various specialized adult education personnel in the state, as identified through the resources and information provided by the Bureau of Adult and Community Education of the State Department.
4) To compile a conference proceedings report on each of the national conferences and disseminate to each local school system in the state for utilization in the improvement and expansion of adult and community education services.

DESCRIPTION

In order to implement the objectives of this proposal LAPCAE will employ a full-time project coordinator who will work in cooperation with the association's membership, local school systems, higher education institutions and the Bureau of Adult and Community Education. Specific activities to be accomplished through this position shall include the following:

1) To initiate cooperative efforts with LAPCAE chairpersons of specialized committees in developing a dissemination network.
2) To serve as a member of the planning committees for the three conferences which are the National Invitational Competency-Based Adult Education Conference, the National Community Education Association Convention, and the National Adult Basic Education Commission, to insure the development of practical and meaningful conference sessions for local adult education personnel.
3) To coordinate and assist higher education institutions, LAPCAE convention committee, and the staff of the Bureau of Adult and Community Education in developing local, state and institutionalized training programs, conferences or meetings.
4) To disseminate a completed conference proceedings report to all local adult education personnel, local school systems, higher education institutions, LAPCAE membership and the State Department of Education.

FUNDING

$9,900 November 1, 1980 - April 30, 1982

TARGET AUDIENCE

Classroom Teachers; Administrators; Paraprofessionals; and Institutions of Higher Education

PRODUCT

The coordinator of the project will compile a conferences proceedings report on each of the national conferences and disseminate this information to each local school system in the state for utilization in the improvement and expansion of adult and community education services.

EVALUATION

LAPCAE, through the submission of this project, assures that all objectives will be evaluated in accordance with all planned activities and a complete and accurate report of all project procedures will be submitted to the Bureau of Adult and Community Education. Written evaluations by individuals participating in the national training programs will be provided. An analysis of information that is collected during the conventions and conferences will be compiled and disseminated. The coordinator of the project will be evaluated by the LAPCAE Board of Directors at the conclusion of the project. There will be a dissemination of the final reports to those offices and/or officers of specific agencies as required by the Bureau of Adult and Community Education.

TITLE A Project to Establish a Data Collection and Analysis System for Adult Basic Education Programs in New York State

D-4

CONTACT Helen C. Veres (607) 256-6514
Research Associate
Institute for Occupational Education
Cornell University
Ithaca, New YOrk 14853

OBJECTIVES

The major objective of this project is to design and test a comprehensive and coordinated statewide information management system for Adult Basic Education.

DESCRIPTION

The activities which relate to development of an information management system include the identification of the information needs of state and local Adult Basic Education personnel, the review of existing data collection procedures and the design of a model system for data collection, retrieval and dissemination.

FUNDING

$24,967 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (State and Local Program Administrators)

PRODUCT

The project will result in the development or revision of data collection forms to meet identified information needs. A model information system will be designed to address these needs.

Project results will best serve program administrators by providing information useful for program planning and decision-making.

EVALUATION

A process evaluation will be carried out to determine if objectives are being met. Formal and informal feedback will be obtained from state and local program administrators in special meetings and workshops. Critique and feedback on the completed model design will be conducted with program administrators and professionals in the field. Questions will address the adequacy and practicability of the model, the utility of the information provided and the timeliness and presentation of the data.

TITLE Center for Adult Living and Learning

CONTACT Barbara Korpi (701) 225-5131
Coordinator
Dickinson Public School District
P.O. Box 1057
Dickinson, North Dakota 58601

OBJECTIVES

The project will establish and continuously improve a statewide system for disseminating resources and information relating to teaching functional literacy. It will provide resources for staff development and technical assistance to ABSE programs in coordination with the State Office. It will provide services to the local Dickinson Public School System, the existing ABSE night program and satellites as requested by local administration.

DESCRIPTION

Over 1500 print and non-print materials have been retrieved in an ongoing collection, circulation process. An annotated bibliography is used to identify materials to be requested by phone or mail. Materials are loaned to North Dakota educators for review or trial use. A handout collection on Teaching English as a Second Language is maintained. An annotated bibliography is used to identify materials to be requested. These ESL materials are copied and can be kept by the user, free of charge. The project acts as a direct provider of technical assistance and staff development, or as a broker for these services when appropriate. Workshops can be given on 'Tutoring Basic Reading'; Teaching English as a Second Language (2 qh credits from North Dakota State University); and Teaching Adults with Learning Disabilities. Other in-service or technical assistance is provided upon request, and 'Master Teachers' throughout the state are called upon to share their expertise. A statewide newsletter, EDWORD, is issued bi-monthly. This year, because of networking and interagency activity, the EDWORD also serves the North Dakota Adult Education Assocation, as well as the state's Adult Basic Education personnel.

FUNDING

$37,149 August 1980 - June 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABSE)

PRODUCT

1) The Bibliography of Materials for Teaching Functional Literacy in North Dakota Programs is a 160-page bibliography used to identify mateials to request from the center, or to order directly from the publisher. Out-of-staters can obtain copies of the bibliography while they last.
2) English as a Second Language, An Annotated List of Handouts is a 26-page list of handouts containing practical ideas and information on teaching ESL, and on cultural aspects of teaching ESL. Handouts are copied upon request and mailed to users at no charge.
3) You Can Make Pudding is a six-page beginning level ESL booklet which uses illustrations and very basic vocabulary to help a newcomer to the U.S. become acquainted with the simplist of American convenience foods--pudding. It introduces simple kitchen utensils and stove-top cooking procedures. It is currently available to anyone who requests it, as long as the supply lasts.

EVALUATION

Evaluation of the project itself is based on subjective evidence of changes taking place in programming throughout the state. Circulation figures at the Center and the number of services provided are recorded. Purchase orders, catalog file and circulation records document retrieval and loan activities. Travel records and correspondence files document collection and dissemination activities. Workshop evaluations are kept on file when formal evaluations are conducted.

TITLE Pennsylvania ABE Handbook Workshop

CONTACT Judith L. Cope (412) 357-2227
Director, Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

OBJECTIVES

1) To familiarize the participants with the Pennsylvania ABE Handbook.
2) To discuss ways to use the handbook for problem solving.
3) To use the handbook to solve suggested problems.
4) To use the handbook as a human resource directory.

DESCRIPTION

The Pennsylvania ABE Handbook sessions were presented in the mornings and repeated in the afternoons at all four of the 1980 Fall ABE Workshops. All of the sessions were based on a similar format. Each succeeding session was revised and modified based on the formative evaluation data.

FUNDING

$4,825 July 1, 1980 - December 31, 1980

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

The Pennsylvania ABE Handbook is made up of a collection of articles written by 50 Pennsylvania practitioners in the field of adult education. The articles were written strictly on a volunteer basis. The name, address and telephone number of the author or contact person appears at the beginning of each article. The handbook is organized by chapters and numbered so that sections can be added, modified or replaced in the future. The topics are broad enough to apply to the many different ABE, GED and ESL settings. The articles address all levels of ABE, GED and ESL and encompass all professional roles common to the field. (The handbook is available free of charge on microfiche or hardback for $7.00 from Project AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania 17551. (717) 827-3481. Related 310 final reports are also available from AdvancE.)

EVALUATION

The evaluation data showed a marked improvement between the first and last workshop session. The first session was presented in a lecture style, the last was a problem solving exercise using the handbook as the primary reference tool. The handbook was much better received as a problem solving activity than as a lecture presentation.

The handbook sessions were evaluated by the evaluation forms provided by the Pennsylvania Department of Education.

A Publication Reaction Form was distributed to all of the 1980 Fall ABE Workshop participants.

TITLE Adult Education Newsletter D-7

CONTACT Tracy Hoffman (215) 372-4721
Project Coordinator
Reading Area Community College
Reading, Pennsylvania 19603

OBJECTIVES

The objectives of the 310 project are:

1) To disseminate timely information relative to Pennsylvania Adult Basic Education.
2) To present pertinent information about current ABE programs.
3) To report on adult education on the national level.

DESCRIPTION

The objectives are accomplished through various methods. To obtain information, trips were planned to P.D.E., adult education sites, conferences, and meetings regularly. Books, publications, and nationwide literature on special interests are also used for articles.

A regular column from the Chief of the Division's Adult Education and Training Programs provides the audience with information on departmental concerns.

FUNDING

$26,725 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

EVALUATION

Evaluations will be in three forms. The first will be in the form of "Letters to the Editor." The second measurement will come from a random sampling of 75 adult educators. The last evaluation will be a survey of 20% of the newsletter readership. These evaluations will be part of a total evaluation with the newsletter's board of advisors.

TITLE ADVANCE: Adult Education Resource Clearinghouse for Pennsylvania

D-8

CONTACT Erma D. Keyes (717) 872-3477
Director
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

1) Maintain a shelf collection of reports and products of completed Pennsylvania projects and grants supported by 309/310 funds.
2) Maintain a collection of deliverable resources for use by 306/310 practitioners.
3) Assist practitioners in selecting resources suitable for their 306/310 programs.
4) Effect delivery of resources to 306 programs.

DESCRIPTION

1) Participate in workshops, in-services, and conferences.
2) Publish and distribute a listing of available resources.
3) Publish and distribute a quarterly newsletter with emphasis on available resources.
4) Publish and distribute various "resource bulletins" on selected topics.

FUNDING

$87,280 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (306/310 Administrators); and Counselors

EVALUATION

Compilation of clearinghouse service useage data.

TITLE ABE Resource Review

CONTACT Erma D. Keyes (717) 872-3477
Director
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

1) 306 practitioners will review resources for an area of instruction or development of programs.
2) Participants will identify materials to be adopted/adapted for instruction or program planning.

DESCRIPTION

1) 306 practitioners are invited to visit/utilize the clearinghouse (maximum 120).
2) Individual needs will be identified.
3) Appropriate resources will be available for participant review.
4) Evaluation and follow-up to insure successful adaption/adoption.

FUNDING

$10,560 March 1, 1981 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Counselors

EVALUATION

Outcomes of the program will be compared with the objectives stated. The extent to which the objectives are met will be identified by participant reaction to the sessions.

TITLE Adult Student Magazine D-10

CONTACT Tana Reiff (717) 295-9091
Editor
P.O. Box 182
Lancaster, Pennsylvania 17603

OBJECTIVES

1) To provide a forum for student experession and controlled readability human interest stories related to ABE/GED involvement.
2) To provide high motivational instructional material to Pennsylvania ABE programs.
3) To utilize the magazine to enhance public awareness of the needs, experiences, and successes of a sampling of real adult students, with the anticipated result of legislation and appropriation favorable to adult education, as well as recruitment of new students.
4) To render a model publication that may be adapted by other programs or publishers nationwide for similar purposes.

DESCRIPTION

1) Photo feature stories and adult student writing are solicited from local programs, edited, and approved by an Editorial Board. Each issue contains 12 pages which are designed by the editor who then orders type and coordinates efforts with a subcontracted printer. The editor also handles distribution to Pennsylvania ABE programs who have requested multiple copies as well as bulk mailing list of 2000 and paid subscriptions to out-of-state programs.
2) An eight-page Teacher's Guide containing teaching suggestions and duplicatible worksheets accompanies each issue and is distributed with multiple copy mailings and special requests.

FUNDING

$19,487 September 2, 1980 - June 30, 1981

TARGET AUDIENCE

A special effort is made to include articles of interest to all adult learners, staff and others.

PRODUCT

Copies of the magazine and Teacher's Guide are available to non-Pennsylvanians at a cost of $1.00 per piece. Quantity discounts are available on request. Order from Tana Reiff, Adult Student Magazine, P.O. Box 182, Lancaster, Pennsylvania 17603.

EVALUATION

Evaluation forms in the back of the magazine elicit response from local program users. At the end of the year we will be mailing short survey forms to teachers who have used the magazine in their classrooms for specific feedback on the strengths and weaknesses of the magazine and its accompanying Teacher's Guide. We will also have a mailing to elected officials to learn if and how they are receiving, reading, and influenced by the magazine.

TITLE TRENDS--Adult Education
Dissemination Project

CONTACT Anna Peterson (512) 883-9288
Project Consultant
Education Service Center, Region II
201 N. Water
Corpus Christi, Texas 78401

OBJECTIVES

1) During FY 1981, the project staff, cadre, and liaison will operate, refine, and expand the existing dissemination system.
2) The project staff, cadre, and liaison will identify, collect, and disseminate at least fifty teacher-made resources.

DESCRIPTION

The organization of the dissemination is based on the multiplier effect. A project staff works closely with an advisory committe of seven who, in turn, work with 40 representatives from each adult education program in the state. The 40 liaison are in direct contact with each adult education teacher in the program (2,400). Procedures for accomplishing the objectives include: a) publication of newsletters, abstracts, and teacher-made resources; b) training conferences for cadre and liaison;
c) awareness programs; and d) operation of a statewide clearinghouse for adult education personnel.

FUNDING

$90,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Local Directors); Counselors; and Paraprofessionals

PRODUCT

Teacher-made materials; catalog of abstracts; newsletter and collection of success stories (New Directions 1981).

EVALUATION

A process and product evaluation is used to monitor the project's effectiveness. Evaluation sources include quarterly reports, internal evaluation, and external evaluation. A statewide survey of perceived effectiveness of the project is completed in the spring. Other methods of evaluation include workshop evaluations, and records of circulation.

TITLE ABE Dissemination Vehicle D-12

CONTACT Elizabeth Bolton
Project Director
VPI & SU
Richmond, Virginia 23230

OBJECTIVES

Communication and dissemination on a regular basis.

DESCRIPTION

ABE practitioners in Virginia need a communication and dissemination vehicle. The ABE Newsletter provides the opportunity for sharing local news, 310 Project reports, teaching techniques, etc.

FUNDING

$28,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers, Administrators and Paraprofessionals

EVALUATION

Evaluation through feed-back and year-end.

TITLE 310 Dissemination Conference/Staff Development D-13

CONTACT Robert M. Latimer (804) 441-2957
Supervisor of Adult Education
Norfolk City Schools
Norfolk, Virginia 23501

OBJECTIVES

To conduct a three-day conference to present funding of 310 projects and to provide staff development for LEA Supervisors and Teachers.

FUNDING

$43,131.45 July 1, 1980 - August 30, 1981

TARGET AUDIENCE

Classroom Teachers and LEA, ABE Supervisors and Paraprofessionals

PRODUCT

Conference proceedings

EVALUATION

Conference evaluation completed by participants.

EMPLOYABILITY

TITLE "Up with English" EMP-1

CONTACT T.J. Scott (501) 534-0749
Supervisor
Adult Education Center
Pine Bluff, Arkansas 71601

OBJECTIVES

"Up with English" was designed to upgrade communication skills of adults whose employment or upward mobility within the employment situation had been inhibited because of insufficiency to cope with "standard" English effectively in oral and written communication. Students preceiving themselves to possess these characteristics, regardless of race or cultural background were able to participate.

DESCRIPTION

A time was set aside for participants to attend twice a week. A uniformed pre- and post-evaluation system has been devised using aural/oral methods. With their permission, participants were interviewed on tape, using free response questions. The tape was replayed for participants to hear themselves; afterwhich key errors in pronunciation, enunciation, and poor grammatical structures are noted and discussed. This is done on an individualized basis. We have found that this method enabled us to cater to the uniqueness of our clientele. Also in examining materials and procedures used by Ms. Lorraine Goldman, Consultant, English Unlimited, Department of Health, Education and Welfare, Washington, D.C., we seemed to be on the same wavelength in organization and evalutation procedures. At the end of the course, a follow-up tape was made to show improvements.

FUNDING

$2,100 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

The following is a list of all materials that focus on "standard" English skills, oral communication skills, and interpersonal skills: a) English for Employment; b) Speaking and Listening on the Job (tapes); c) Sentence Structure (filmstrip/tape activity); d) Understanding Sentences (filmstrip/tape activity); e) Self Respect (filmstrip/tape activity); f) Skills for Living--Everyday Communication; and g) Psychology of Winning (tapes).

EVALUATION

As a result of this comprehensive course, it is felt that the participants obtained better self concepts and interpersonal skills. They seemed to have become more outgoing and verbal. They: a) gained a better appreciation of the use of "standard" English; b) are able to pronounce and enunciate words correctly; c) are able to converse more distinctly on the telephone; and d) have developed more effective speech patterns.

TITLE Career Doors EMP-2

CONTACT Monica Pugh (219) 424-7977
Project Director
Fort Wayne Women's Bureau, Inc.
203 W. Wayne, Suite 315
Ft. Wayne, Indiana 46802

OBJECTIVES

1) Educational Objective--To develop motivational instruction materials which introduce and reinforce the connection between educational and employment decisions faced by undereducated adults.
2) Operational Objective--To produce two master color filmstrips, four audio tape cassettes, and one Teacher's Guide suitable for use in existing statewide adult education programs.

DESCRIPTION

1) Recruitment of persons who either were or are ABE students to serve as role models.
2) Audio taping and photographs of role models who shared their personal experiences in making the connection between education and employment.
3) Field testing of audio-visual products with current students.
4) Development of Teacher's Guide describing use of products in program and suggested career planning activities to accompany viewing activities.

Innovative by virtue of identification with target audience and emphasis on career planning strategies used by successful students.

FUNDING

$35,623 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Women; and Unemployed

PRODUCT

1) Three products will result: two eight-minute color filmstrips/tape cassettes (one for Re-entry Women and one for Re-entry Men) and one Teacher's Guide describing use of products with accompanying career planning exercises.
2) Target Population: adults who have recently returned or are contemplating returning to acquire high school diploma/GED. Personnel who will use product will most likely be teachers and teacher aides in existing adult education programs.
3) By project termination date of June 30, 1981, master copies of the products will be available. Reproduction of the materials is planned for 1981-82. Inquiries should be sent to:
   Indiana Department of Public Instruction
   Division of Adult and Community Education
   229 State House
   Indianapolis, Indiana 46204

EVALUATION

1) Advisory council comprised of practitioners to critique content and form of products.
2) Field testing of filmstrip/cassette with current students at three adult education programs
3) Interviews with teachers at field test sites to determine applicability to their students

TITLE Adapting a Vocational Interest Test for Hispanics EMP-3

CONTACT Gerald Dudley, Ph.D. (219) 289-2851
Director
Penn-Harris-Madison School Corporation
South Bend, Indiana 46615

OBJECTIVES

1) To adapt a vocational interest test (Comparative Career Search) filmstrip so that it portrays at least 50% of the work roles with Hispanic imagery.
2) To adapt the Comparative Career Search answer sheet from English to Spanish words.
3) To re-record the spoken directions to Spanish from English.
4) To field test the product with Hispanics.

DESCRIPTION

The Comparative Career Search is an adult validated, student normed vocational interest test utilizing filmstrip/cassette format. Re-photographing the test items (worker pictures) and producing a filmstrip format, converting the spoken and written directions to Spanish, and field testing the product with migrant adults will produce a vocational interest test and self-paced workbook for assisting migrant adults in the career-planning process.

FUNDING

$20,328 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Hispanics)

PRODUCT

The major effort of this project is to convert an audio-visual formatted vocational interest test to Hispanic language (including at least 50% of the pictured workers as Hispanic-featured). The product will be best used as a vocational interest test with Spanish-speaking Adult Basic students.

The final product will be available July, 1981 and will be available for preview from the Indiana Career Resource Center. The cost for purchase is expected to be about $90 per copy--incluing filmstrip, narrated tape of instructions, carrying case, instruction manual, and 200 answer sheets.

EVALUATION

1) Advisory Validation--Six persons representing Hispanic adults, ABE educators, human relations specialists, and employment specialists will determine whether the test contents are 50% Hispanic-featured and will provide recommendations for making the instrument more useful to their purposes.
2) Approximately 25 Hispanic adults will be asked to take the test and provide their reactions to the utility of the results as well as their affective impressions of the test-taking experience.

TITLE V.O.I.C.E. Vocational Orientation for Individual Counseling Evaluation EMP-4

CONTACT Gerald Dudley, Ph.D. (219) 289-2851
Director
Penn-Harris-Madison School Corporation
South Bend, Indiana 46615

OBJECTIVES

1) The participant will have the opportunity to be involved in activities which should increase their awareness of self/career, and career planning capabilities.
2) The participant will experience activities designed to achieve successful capabilities in job survival skills, i.e., how to seek, and keep a job.
3) The participant will have increased involvement with community linkages such as business/industry, higher education, and other appropriate groups and individuals who might assist them in the local area.

DESCRIPTION

Project V.O.I.C.E. will provide the opportunity to explore one's self and career interests in a unique format. The 30-ft. Career Mobile will provide the "things" to accomplish the objectives as stated above.

The participants will have the "people" trained to enhance the use of the Career Mobile "things" in the counselor/instructor on the Unit, and by working in cooperation with the teachers with whom they are enrolled in the adult and community education program, all will join-together at the "place" or local school setting to accomplish the objectives.

FUNDING

$40,097 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE)

PRODUCT

Final report will be a model for vocational counseling with ABE students which can be implemented by ABE instructors.

EVALUATION

Changes in the career maturity of the clients are assessed in a pre-post evaluation model using the Career Development Inventory by Super. Also, a perceived usefulness scale is pre-post administered to determine changes in client perception of self-growth in career survival skills.

TITLE Job Planning/Job Getting

CONTACT Dr. Richard S. Deems (515) 294-2163
Project Director
Iowa State University
Ames, Iowa 50011

OBJECTIVES

1) Pilot-test a two-week process of job planning/job getting in 2 Iowa locations.
2) Evaluate the effectiveness of the process in terms of retention, placement, and usage for future ABE programs.
3) Train four persons in the process.
4) Prepare a monograph describing the project and its results.

FUNDING

$17,053 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Unemployed

EVALUATION

Participants will be contacted several months after the pilot-test to determine results.

TITLE Job Coping Skills Class

CONTACT Carol Gregerson (218) 528-3355
Teacher
NW/ECSU Thief River Falls, Minnesota
Badger, Minnesota 56714

OBJECTIVES

1) To coordinate the AB/CE program with the needs of business and industry.
2) To strengthen good personal relationships, personal habits, traits, and job-related skills.
3) To build good interpersonal relationships among employees.

DESCRIPTION

We carried out a values clarification to help the participants assess their own goals, needs, and problems; set up a lifetime line for each participant to plan goal setting; used the STRIPE problem solving method; discussed attitudes and work ethics; had communication role-plays and strategies to teach job and interpersonal relationships; used a tape recording and presentation of the Pinch Package; and provided examples and instruction for writing letters of application, resumes, job forms, and preparing for job interviews.

FUNDING

$619 December 15, 1980 - June 30, 1981

TARGET AUDIENCE

Rural Residents; Women; and Unemployed

PRODUCT

A special packet was developed by the teacher for aid in instruction of this class. It included various values clarification and self-awareness exercises which helped the student target his needs and problems. Exercises were included which helped the participant set goals and a personal time-line for goal achievement. Examples of letters of application, as well as guides for writing a resume and having an effective job interview were also included. Tapes were also used in the instruction.

EVALUATION

1) Individual participant rating following each class period on 3x5 cards.
2) Comparison of individual statements of self-image and goals written at the first and last class sessions.
3) The State Department of Education evaluative instrument.

TITLE Job Coping Skills Classes EMP-7

CONTACT Carol Clay, Bev Arnston (218) 687-5269
Lead Teachers
Northwest Educational Cooperative Service
Ada, Minnesota 56535

OBJECTIVES

1) To teach participants in the Ada and McIntosh area to correctly write a job resume, application forms, and application letters and to provide practice in job interviewing.
2) To provide participants with value self-examination and show how their own values relate to job choice and interpersonal job relationships.
3) To involve Norman and Polk county public agencies and private employers in recruiting and instruction of class participants.
4) To use these classes as an introduction to AB/CE basic skill learning opportunities to involve adults in other basic skill AB/CE programs.

DESCRIPTION

1) For Objective One: a) use video recording of the participant in a work interview situation so he can view and evaluate his own interview techniques; and b) provide participants with models for correct job resumes, forms, and letters using CETA Outreach Workers and materials from the Career Education Center in UMC in Crookston.
2) For Objective Two: a) provide a values survey for participants through the University of Minnesota-Crookston Career Education Center; b) provide access to Ada Public Schools MCIS computer services for job information; and c) use role playing and several values clarification strategies with AB/CE teacher support groups.
3) For Objective Three: a) conduct a needs assessment of job skills needed by clients in WIC, Social Services, Law Enforcement, Public Health and Homestart program; b) ask private employees to participate in a panel discussion at one session on job demands and relationships; c) provide a referral guide to agency directors for potential clients; and d) bring in CETA outreach workers to inform participants of available services.

FUNDING

$1,252 December 15, 1980 - June 30, 1981

TARGET AUDIENCE

Rural Residents and Unemployed

PRODUCT

1) Job Coping Skills Learning Packets were developed for each participant and consisted of the following materials: model resumes, letter of application, application forms, interview techniques, need assessment forms, value clarification inventory, problem solving methods, want ad examples and a list of employment services in the area.
2) Population best served would be the unemployed or newly employed in the rural areas.
3) Student Learning Packets have been developed by lead teachers and can be available upon request.

EVALUATION

Student and instructor will view and evaluate first video tape interview and be given an opportunity to make a second tape to improve. Employers will evaluate student written application letters and resumes to determine their effectiveness in getting a job. Students will rate each class after each class period. Comparison of individual statement of self-image and goals written at the first and last class session. 25% of class participants will enroll in adult basic skills classes after participating in this class. Students used an eight point scale for each session which resulted in an average rating of 6.8 per session.

TITLE ABE Learning Lab EMP-8

CONTACT Richard Bacon (601) 366-3443
Supervisor, Adult Education
Jackson Public Schools
Jackson, Mississippi 39205

OBJECTIVES

1) To increase the skills of the adult enrolled in reading, mathematics, English and spelling.
2) To develop an awareness of job opportunities, attitudes and techniques for acquiring and keeping a job.
3) To provide the basics for enrollees toward GED testing.
4) To provide guidance services for the enrolled.
5) To help provide for a positive self-image of the enrollee.

DESCRIPTION

1) The enrollee will take the Test of Adult Basic Education. An individualized educational program will be identified and implemented by the adult education teachers.
2) Training sessions will be provided for enrollees to include job attitudes skills and job interview techniques and information skills to be acquired by the enrollee to be eligible for employment.
3) Administer the TABE to determine grade placement and an individualized educational program will be implemented under the direction of the adult education teacher.

FUNDING

$17,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Groups; Older Adults; and Urban Residents

EVALUATION

1) Grade level increase per enrollee.
2) Number of students fall into the existing GED program.
3) Number of enrollees.
4) Follow-up on goal achievements.
5) Follow-up on GED preparatory enrollees to determine rate of successful testing on GED.

TITLE Career Assessment Model
for Adult Basic Education Students

EMP-9

CONTACT Carolyn Apland (402) 371-2020
Director, Adult Basic Education
Northeast Technical Community College
Norfolk, Nebraska 68701

OBJECTIVES

Provide funding for occupational assessment to persons who are enrolled in the Northeast Technical Community College, Adult Basic Education program, through the Career Planning Center at NTCC. To prove that adequate career evaluation and positive self-perception by Adult Basic Education participants will enhance student retention.

DESCRIPTION

1) Students will be identified by evaluation of his/her career goals.
2) Information session set up with Career Assessment personnel to inform student of the services available through the Career Assessment Center.
3) Client fills out "Client Information Needs" form and the information is discussed with student.
4) Time and sequence of activities for the remaining week is explained to student and explained in detail.
5) Personal Inventory sheet filled out and discussed. (Listing medical history, educational level, work experience, etc.) This form then is evaluated and discussed with client or student.
6) If student does not have a specific vocational goal, vocational exploration is begun.
7) Upon completion of vocational search and job elimination, the student will do further exploration into his/her chosen vocational goal. This may be done through role playing the profession, visiting instructors or businesses within the field and if necessary for the position, a search for the course of study.
8) Exit interview and referral if necessary. A referral form has been completed for other support systems within the college which can be used and followed-up.
9) After a minimum of four weeks a post self-perception inventory is given to examine the student's self-concept.

FUNDING

$2,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (K-12)

EVALUATION

Tests, measurements, and instruments used in the Career Assessment were: Soares Self-Perception Inventory SPI-Form SC; WRAT, GATB, Self Directed Search, Gordon Occupational, Interest Inventory, Nebraska Career Information Service; work samples such as project disc; and talk samples such as Valpar Component work samples. A total of 19 students completed the Career Assessment Center.

TITLE An Occupational Information/
Vocational Planning Program for ABSE Students

EMP-10

CONTACT Gerald W. Hagen (701) 282-8010
Director of Adult Education
West Fargo Adult Basic Education
West Fargo School District #6
West Fargo, North Dakota 58078

OBJECTIVES

1) To recruit undereducated and underemployed adults in the West Fargo and surrounding area.
2) To give the undereducated adult an awareness of the world of work and/or post-GED education.
3) To give the adult student an awareness of his aptitudes and interests.
4) To give the adult student the skills he needs to find and hold a job.
5) To make the adult student aware of the wide variety of vocational and/or educational experiences available.

DESCRIPTION

1) Aptitude and interest testing using the California Occupational Preference System.
2) Additional testing via the GATB (Job Service) or more sophisticated testing instruments, such as the Strong Campbell. This testing is available through the North Dakota State University Counseling Center.
3) On-site visitation to various colleges, technical schools, and actual job sites.
4) Continual upgrading of the West Fargo ABSE Program's Career Library.
5) Audio-visual presentations regarding various aspects of the world of work.
6) Class dicussion regarding various aspects of the world of work.
7) Speakers from the business world and post-high school educational institutions.
8) Referral to agencies such as Job Service and Vocational Rehabilitation.
9) Student reading of materials related to the world of work.

FUNDING

$10,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Hispanic Migrant); and Educational Level (1-8 Grade Level)

EVALUATION

1) The coordinator will keep a day-to-day log monitoring what percentage of his time is spent on occupational/vocational activities.
2) A follow-up referral sheet will be kept in each student's file to indicate the occupational/vocational activities that student was engaged in.
3) Evaluation will also be conducted on a quarterly basis by the Adult Education Advisory Council. This Council not only includes memebers of the business community, but people from outreach agencies such as Job Services and Vocational Rehabilitation.
4) A quarterly evaluation of the Occupational Knowledge unit will be done by the adult student to indicate whether or not they are using the Career Education material and if so to what extent they find it useful.

TITLE Enhancing Student Learning Potential Through Extended Services EMP-11

CONTACT Arnold F. Stock (918) 743-3381, ext. 286
Director, Adult Education
Tulsa Public Schools
Tulsa, Oklahoma 74145

OBJECTIVES

1) To enhance capabilities of positive decision-making techniques by participating in counseling sessions designed for group processing.
2) To develop positive student attitudes toward self by developing awareness and understanding of life/learner role.
3) To provide supportive guidance groups that will encourage self-assessment and values clarification of concerns relating to the adult student.
4) To provide means of evaluation and interpretation of career interest and potential for the adult students.
5) To provide individual guidance in career and vocational planning for the adult student.
6) To provide individual guidance relating to standard employment expectations.
7) To provide means for the evaluation and interpretation of learning problems found among adult students.
8) To provide learning resources for the mentally handicapped adult.
9) To provide learning resources for the visually and hearing impaired adult.
10) To enhance student endeavors of understanding methods to achieve long and/or short-term goals through individual student/teacher conferences.

DESCRIPTION

1) Large and small group counseling for psychological and environmental deterrents.
2) Guidance for career and vocational planning.
3) Evaluation and interpretation of vocational interest and potential.
4) Small group guidance for employment standards and expectations.
5) Evaluation and interpretation of special learning problems.
6) Special program for the mentally handicapped adult.
7) Student/teacher conferences.
8) Interpreter for deaf students.
9) New student orientation goal setting/educational planning.
10) Learning resources for the visual and hearing impaired student.

FUNDING

$23,417 September 1980 - June 1981

TARGET AUDIENCE

Handicapped (LD, Hearing); Educational Level (1-8); and Adults with Limited English Language Skills

EVALUATION

A statistical evaluation will be used to indicate the students' utilization of each agency represented in this project. Students participating in this project will complete a checklist evaluation of their participation and the benefits received. Professional personnel participating in this project will be asked to submit a narrative evaluation of their involvement.

TITLE Project Accelerate EMP-12

CONTACT Kenneth L. Toth (814) 967-2615
Adult Education Supervisor
Penncrest School District
Townville, Pennsylvania

OBJECTIVES

1) To increase the efficiency of the Penncrest Adult Education Program.
2) To recruit those students who could not achieve functional independence through traditional adult educational funding.
3) To increase the employability of the students.
4) To provide the student an opportunity to receive a Penncrest High School diploma.
5) To identify the target population utilizing the Department of Public Welfare, Pennsylvania Bureau of Employment Security, Crawford County Mental Health-Mental Retardation Center, Bureau of Vocational Rehabilitation, and Spencer Hospital Maternal Health and Social Services.

DESCRIPTION

1) By providing a daytime accelerated program, we were able to provide an alternative to adults who were unable to attend the part time evening program. In addition, by enlisting the help of existing agencies, we were able to identify and recruit our students. To accommodate students due to geographics, two sites were selected.
2) Most of the materials used were teacher-made, and the students had the opportunity to supply input into the formation of them.
3) In lieu of the abbreviated time period, both student success and retention were greatly enhanced.

FUNDING

$4,523 June 23, 1980 - August 22, 1980

TARGET AUDIENCE

Handicapped and Rural Residents

EVALUATION

1) A pre- and post-test was administered in both reading and math. A student rated evalution of the program was provided.
2) A total staff evaluation of the project was conducted.

TITLE Adult Education Teacher Training
and Curriculum Improvement Program:
Metal Trades Mathematical Learning Projects

EMP-13

CONTACT Lawrence R. Newton
Curriculum Development Coordinator
Weber State College Skills Center
Ogden, Utah 84404

(801) 621-2373, ext. 228

OBJECTIVES

Identify basic and functional math skills which prepare Metal Trades students to read, understand, and apply mathematics and measuring skills that effectively meet entry level job requirements as defined by Metal Trades industry for the following occupations: Precision Metal Finisher (DOT 705.484-010), Sheet Metal Worker Apprentice (DOT 804.281-010), Combination Welder Apprentice (DOT 819.284-008), and Machinist Helper (DOT 600.280-026). Develop individualized, self-paced, single concept, student learning projects which prepare students to read, understand, and apply basic and functional mathematics and measuring skills required for energy level jobs in the four occupations listed above.

DESCRIPTION

Prepare student learning outlines (student training records) for each of the math components of the occupations listed above. This is done through consulting local employers, industry and long-time teachers of the vocations. Develop the student learning packets (project sheets) based on the above information and tutoring sessions with students learning the occupations. The innovative function here is not the methodology of teaching math, but having the student apply the math concepts to typical shop problems they run into when they get the job. Math problems are all word problems. Problems parallel actual hands-on activities in the shop (they will work the math for the shop activity prior to actually doing it). Learning packets contain all original artwork. All are suitable for Xerographic reproduction on 8-1/2x11 format. Projects average 12 pages each. The student packets are designed to be the bridge between math in the classroom (which is not applied to any purpose), and actual metal cutting, deburring, and forming, etc. in the shop. Many students can't see the relationship between the typical math book and reality.

FUNDING

$15,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults and Educational Level (5-6th Grade Reading Level)

PRODUCT

Have developed student training outline for Precision Metal Finisher and five Individualized Learning Packets for Precision Metal Finisher. All handouts will be complete (including student training outlines and handouts) by June 30, 1981.

EVALUATION

The students will complete the vocational training rather than drop out due to problems with understanding the application of math to their vocation. Students will be more valuable to employers, and will therefore be hired at a higher salary. Individualized learning packets (project sheets) are being field tested to determine how well students understand and perform objectives stated in each handout. Packets are being modified where necessary.

TITLE Transition from Adult Basic Education into Vocational Training Programs at District One Technical Institute

EMP-14

CONTACT Jack O'Connell (715) 836-3172
Supervisor
District One Technical Institute
Eau Claire, Wisconsin 54701

OBJECTIVES

The purpose of this project is to determine change in the lives of Adult Basic Education students in the areas of attitude, education, employment, general coping skills and community participation in the ABE program. The following objectives were developed to identify these changes:

1) To determine if change has occurred in the participants' attitudes toward their own effectiveness.
2) To determine the amount of participant enrollment in vocational school or college.
3) To identify changes in employment status of participants.
4) To identify changes in general coping skills: consumer activity, exercising rights, handling money, transportation, writing, computation, reading, and use of community services.
5) To identify changes in the amount of the individual's participation in the community: citizenship, voting, children's education, recreation, and action programs.
6) To determine the effectiveness of the ABE program in preparing students for training programs.
7) To determine the areas of difficulty the student-encounters as a result of going to school: financial, time management, and transportation. a) To identify the career exploration competencies emphasized by the ABE instructors. b) To identify the resource materials most frequently used by the ABE instructors. c) To identify the teaching techniques/methods employed in the ABE setting. d) To recommend ABE career development teaching strategies for District One Technical Institute.

DESCRIPTION

1) The Adult Basic Education follow-up survey was mailed to 227 students who were chosen at random from 516 students during the 1977-78 school year. The ABE follow-up surveys were mailed to 255 students who were chosen at random for 785 enrolled students during 1978-79. We have received a very good return. We are still expecting more returns.
2) A career development survey was developed and sent to the ABE instructors at the sixteen VTAE districts and the correctional institutions in Wisconsin. We felt the need to look at the next step taken by students after they leave ABE. We would like to know how other ABE programs are addressing this transition. The need to evaluate the competencies and various career development teaching techniques used in the various districts prompted the follow-up study in this area.

FUNDING

July 1, 1980 - June 30, 1981

PRODUCT

The findings from the project would be helpful to ABE/GOAL instructors and counselors in identifying techniques, coping curriculum, and other factors such as age, sex, economic status, education, coping problems, and agency affiliation which affect retention. Project results could be used by supervisors as a justification for additional staffing for guidance and follow-up.

The checklists for 0-4 GOAL/ABE students and occupational students would prove useful to other GOAL/ABE programs. Other curriculum and materials would also prove useful.

ENGLISH AS A SECOND LANGUAGE/BILINGUAL

TITLE Techniques for Effective Language Learning (TELL) ESL-1

CONTACT Robert S. Johnston (714) 461-7482
Project Coordinator
Grossmont Union High School District
La Mesa, California 92041

OBJECTIVES

1) Collect exemplary English as a Second Language (ESL) teaching techniques from practicing ESL teachers and coordinators in the state of California for inclusion in an ESL teaching techniques guide.
2) Develop criteria for selection and inclusion of exemplary techniques in the guide.
3) Produce, disseminate through area workshops, and evaluate 850 copies of the (TELL) Techniques for Effective Language Learning Guide.
4) Submit copies of the guide for inclusion in the ERIC system and Information Collection Dissemination System (ICDS) in California for republication and dissemination.

FUNDING

$23,829 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

The guide will be contained in a loose-leaf binder and will consist of approximately 202 exemplary techniques which cover the full spectrum of ESL instruction. The techniques presented will be concrete in nature, describing specific approaches or exercises for varied instructional objectives. They will be coded to the four basic skills--listening, speaking, reading and writing--where applicable. The techniques will be written according to a prescribed format and will be self-explanatory. The guide will contain a comprehensive index which will cross-reference the techniques in terms of the basic skill areas, as well as levels of applicability. The guide will be organized according to the following subject areas: a) English structure, b) pronunciation, c) conversation, d) vocabulary, e) reading, f) writing, g) coping/survival competencies, h) map use and directions, i) social behavior and customs, j) games, and k) classroom organization--aides, grouping, equipment, lesson planning, selection of materials.

EVALUATION

The completed guide will be evaluated for content and usefulness by 800 participants in six regional workshops. The workshop participants, who are practicing ESL teachers, will receive copies of the completed guide, orientation on its content, and instruction on its use. They will evaluate the guide by means of a questionnaire (containing a self-addressed, stamped envelope) which they will return to the project director after using the guide for two months. Reminders will be mailed to those who do not respond. The project director will compile the results of the questionnaire in a summary evaluation report. The questionnaire will be designed at the time the guide is ready for printing to enable specific references to the completed product.

TITLE ESL Outreach for Unemployed
and Underemployed Adults
A Partnership with Industry

ESL-2

CONTACT Cindy Wilde
VESL Specialist
Fremont Union High School District
Adult Education
Cupertino, California 95014

(408) 735-6303

OBJECTIVES

The primary goal of this grant was to impact industry with an alternative educational delivery system, VESL instruction. There were five objectives: to establish an industry advisory task force; to establish VESL classes at ten separate business sites; to perform pre- and in-service training for teachers; to evaluate the change created by the VESL project; and to complile and disseminate the project's products and processes.

DESCRIPTION

The monograph developed by this project delineates the activities, strategies, and materials used in this project. Methods for contacting industry, developing curriculum, working out logistics, providing staff development, conducting program evaluations, setting up an advisory committee, and fixing costs are clearly set forth in this monograph.

FUNDING

$48,249 October 1, 1980 - August 31, 1981

TARGET AUDIENCE

Immigrants; Adults with Limited English Language Skills; and Underemployed

PRODUCT

A monograph has been written which details the articulation processes which were successful or futile in the establishment of VESL courses at the industry sites. The purpose of this monograph is to provide a process model for other LEA's interested in forming a partnership with industry. It is written for administrators, teachers, and industry representatives. The monograph: "Vocational English as a Second Language: A Partnership with Industry" will be available in August 1981 through the Dissemination Network for Adult Educators, a 310 project conducted through the Association of California School Administrators.

EVALUATION

The effectiveness, impact, and changes resulting from this project were measured in terms of: business demand for VESL classes. Classes have been implemented at 10 companies, and 28 additional companies have expressed an interest in beginning classes; three objectives concerning student academic and vocational growth: a) to increase students' skills in communicating with supervisors; b) to provide students with language skills necessary for promotion from dead-end, entry level jobs; and c) to increase students' overall English language proficiency; and the community viewpoint of adult education. This was evaluated in terms of industry's desire to continue offering VESL courses through the adult education system. All 10 participating companies are interested in continuing classes. However, one company is not presently participating because there are not a sufficient number of limited English proficient employees to fill the class. At the end of the year (June 1981) participating companies were asked to write a report on the effectiveness of VESL instruction at their company. These reports are included in the monograph.

TITLE Project SELEP:
Survival English Learning Experience Program

ESL-3

CONTACT Bernadette S. Bell
Coordinator, Adult Basic Ed.
Daytona Beach Community College
Daytona Beach, Florida 32015
(904) 255-8131, ext. 591, 259

OBJECTIVES

1) To enable the English as a Second Language (ESL) student to hear, speak, communicate, and perform oral and written functional competencies vital to successful participation in the U.S.
2) To enable the ESL student to become more employable in the job market, more effective as a parent and/or family member, a wiser consumer and proficient in the American way of life through individualized self-paced instruction.
3) To offer an adjunct instructional program that will prepare the ESL student desirous of undertaking additional programs of study.

DESCRIPTION

1) Project SELEP provides opportunity for innovation and flexibility. The needs of foreign-born adults are varied as subject content. Because we are dealing with adults, the curriculum includes functional competencies that are highly relevant to everyday living. Adult Performance Level objectives are implemented within this curriculum as a measuring device for developing those functional competencies. Each student is given the opportunity to achieve the ultimate performance objectives, but a teacher of ESL may find that flexibility and innovation are necessary in adapting to and using the suggestions in this curriculum.
2) Instruction is provided through an innovative classroom approach and the individualized group approach. Two classrooms are available for the purpose of team teaching and an individualized learning laboratory. Most of the materials used are teacher-made with commercial adult and ESL materials being used as a supplement.

FUNDING

$38,606 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

A manual has been developed which describes the structural content of the Project SELEP program. Written primarily for teachers, it also includes information for coordination and supervisors. It indicates, in a sequential presentation, areas of concern in planning, establishing, and evaluating classes for foreign born adults.

The manual "Survival English Learning Experience Program for Foreign-Born Adults" is now available. There is no cost.

EVALUATION

Data is compiled periodically from results of tests administered to the ESL student as he moves from one objective to another. The techniques, methods and instruments used in assessment vary with each instructor and with each objective. However, there is continuity in this process.

TITLE Study of Florida Law
and Individual Responsibilities

ESL-4

CONTACT E. L. Taylor
Director
Flagler County School Board
Bunnell, Florida 32010
(904) 437-3356

OBJECTIVES

Develop law project for ESL and foreign born students and ABE students. Translated into German, French, Spanish, Italian, Polish, and Czechoslavakian.

DESCRIPTION

Develop into competency-based modules 26 various topics concerning Florida law. Each module contains references, strategies, activities, objectives and supplementary material lists. Pre- and post-tests are utilized to evaluate efficiency. Inservice and staff development activities are provided before field testing. Since each module is itself an entity, they may be used as individual courses.

FUNDING

$16,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE Below 10th); Rural Residents; and Adults with Limited English Language Skills

PRODUCT

Seven modules--26 different competency-based topics in six languages other than English. Project will be available after June 30, 1981 from Flager County School Board or Department of Education, State of Florida. Costs will be determined by the Department of Education.

EVALUATION

Test results, new voters' and registrations, evaluation forms, attitudinal survey of the different areas covered.

TITLE ESL Curriculum Development ESL-5

CONTACT Leonard Flander 646-4330
Consultant
P.O. Box 2130
Agana, Guam 96910

OBJECTIVES

1) Develop course guides following an articulated, justifiable outline for use in teaching ESL in either a face-to-face or media presentation.
2) Develop placement instruments for both pre- and post-testing of clients at each of the six levels.
3) Develop and/or select material to accompany the course guides previously noted.

DESCRIPTION

1) Consultant researched available materials in this field and selected/developed an articulated listing of skills needed by second language persons.
2) Consultant sought input fromn educators, students, and general public on vocabulary items needed for success in various situations.
3) Consultant combined all information in proper format for use by instructor/presenter as lesson plans.

FUNDING

$4,500 October 8, 1980 - February 28, 1981

TARGET AUDIENCE

Minority Ethnic Group (Foreign); Educational Level (Ungraded); and Adults with Limited English Language Skills

PRODUCT

1) ESL curriculum materials in six levels were developed.
2) Visual materials were collected/developed to use with curriculum.
3) Pre- and post-tests were developed for placement of students in proper level.

Course guides are available from the Guam Community Colleges, Careers and Public Services Division for the cost of reproduction which is currently being determined. However, current edition has not yet been pilot tested for efficiency and impact.

EVALUATION

Pilot testing of materials will begin in September of 1981 through close observation of implementation in classroom setting. If flaws/deficiencies are found by observers, teachers and/or students, these will be corrected and final product produced for utilization in both classroom and media presentation.

As a result, ABE should be able to effectively increase the English language capabilities of the total population of Guam.

TITLE English as a Second Language Curriculum Guide

ESL-6

CONTACT Susan Adamowski
Director, Adult Basic Education
Triton College
River Gorge, Illinois 60171

(312) 456-0300

OBJECTIVES

The primary objective of the funded project is to provide a coordinated delivery system for the English as a Second Language Program at Triton College by developing a curriculum guide which would consider our varied location base and all its inherent problems (e.g., lack of facilities for materials storage) and which would address the following areas within each of the five ability levels already created and within our independent, individualized ESL Program.

DESCRIPTION

Three currently assigned ESL teachers are working with the Statewide ESL Service Center to develop an ESL Curriculum Guide pertinent to Triton College's needs. The writing is being done in a two-stage process with a formal critiquing session by other ESL teachers on staff after the writing of each stage. Their suggestions will be incorporated into the final draft. Currently, the second stage is nearing completion and the second critiquing meeting will be held soon. Copies of the curriculum guide in final form will be printed for distribution at the Fall Orientation Workshop. ESL teachers will be trained in the use of the curriculum guide at that time.

FUNDING

$3,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Various, esp. Hispanic); Urban Residents; Immigrants; and Adults with Limited English Language Skills

PRODUCT

The entire project is to write an ESL Curriculum Guide. A variety of teaching strategies will be suggested. This guide is being written for all ESL teachers, but primarily those new to adult education ESL. The curriculum guide should help to unify the Triton ESL Program as it has grown and expanded at our 23 centers.

To date, the curriculum guide is incomplete. The 310 grant allows for the printing of 75 copies for initial distribution. Additional copies will be prepared at that time for sale at $3 each. Curriculum guides should be available as of July 1, 1981.

EVALUATION

Teachers will be surveyed as to their reaction to the design, content, and effectiveness of the ESL Curriculum Guide both in draft and final forms. The impact resulting from the use of the ESL Curriculum Guide will not be felt until the guide is in programwide use. The first stage of the draft form met with the approval of the critiquing teachers. The second stage of the draft is expected to meet with comparable success.

TITLE Pre-GED Instruction for Limited English Proficiency Students ESL-7

CONTACT Jean Chapman (312) 397-3000, ext. 223
ESL Coordinator
William Rainey Harper College
Palatine, Illinios 60067

OBJECTIVES

To provide direction for pre-GED mathematics, English, and reading teachers who have Limited English Proficiency (LEP) students in their classes: a) to develop appropriate courses of study in English writing skills and mathematics; b) To survey existing appropriate LEP student instructional materials and to prepare annotated bibliographies; and c) to develop a reading handbook for teachers.

DESCRIPTION

The methodology employed has been to have staff consider the separte content areas of mathematics, English, and reading; these staff have reviewed the literature and also have created new materials. Materials have been reviewed by a staff member serving as cultural consultant. A training workshop for pre-GED staff has been held prior to using the materials. Pre-GED teachers have been asked to use the materials and to react. Final changes in materials will incorporate teacher recommendations.

FUNDING

$16,260 September 15, 1980 - May 31, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

1) Mathematics and English instructional materials for LEP students.
2) Mathematics and English course outlines for LEP students.
3) Reading handbook for ABE or ESL teachers of LEP students.
4) Annotated bibliographies of materials for LEP English writing skills and for LEP reading skills.

EVALUATION

1) Evaluation instruments have been written for the following: a) Pre-GED Instruction for LEP Students - Training Workshop 3/14/81; b) annotated bibliographies; c) student and teacher materials; d) reading handbook for teachers; and e) students' evaluation of pre-GED courses (currently being prepared).
2) Objectives measures: a) student evaluation of appropriateness of LEP instructional techniques; b) student evaluation of LEP instructional materials; c) teacher knowledge of cultural differences of LEP students; d) teacher utilization of appropriate LEP pre-GED instruction (content); and e) teacher utilization of appropriate LEP pre-GED instructional techniques.
3) Field testing of materials is currently being conducted within Harper College pre-GED classes (campus and outreach) and one-to-one instruction.

TITLE Supportive Services for Adult ESL Program ESL-8

CONTACT Dennis Terdy (312) 870-4130
Project Director
Northwest Educational Cooperative CCSD #15
Illinois Statewide ESL/Adult Education Service Center
500 South Dwyer
Arlington Heights, Illinois 60005

OBJECTIVES

Major goal: To provide supportive services to adult education practitioners working with limited or non-English speaking adults.

1) Operational activities: a) consultation; b) inservice training--statewide series, regional workshops, field resource consultants, and cooperative training activities; c) curriculum resources; d) dissemination; e) coordination; and f) special coordination with the Bilingual Vocational Education Project (BVEP).
2) Management activities: a) administration; b) advisory council; c) staff development for ESL/AE Services Center; and d) evaluation.

DESCRIPTION

Continuation of a three-year staff development project using the Service Center concept as a means of providing ongoing, sequential training. Utilizing a variety of strategies, over 900 adult practitioners are served by the Service Center through:

1) Technical assistance. The project staff provides ongoing consultative assistance by mail, telephone or in-person to 54 adult programs throughout Illinois in any area relating to the provision of services to limited English speaking adults.
2) Clearinghouse. A major resource collection of over 6,000 titles has been developed by the Center. This collection is available for use by any federal program throughout Illinois. Borrowing is effected both in-person and by mail.
3) In-service training. A full year's program of in-service workshops is conducted by the Center. A variety of workshop formats is provided each year as follows: (formal activities) Summer Pre-service Institutes. Designed for beginning level ESL/AE practitioners; limited to 18 in number, two days; 14 hours. Conducted on a sub-regional basis serving a group of local educational agencies.

FUNDING

$98,240 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (All Limited English Speaking)

PRODUCT

1) ESL VESSEL Newsletter, published four times a year.
2) An annotated Suggested Materials List for adult ESL.
3) Sampler packets (excerpts) from innovative teaching texts.
4) Two teaching resource packets on: a) teaching the illiterate in the Instructional Program for Limited English Speaking Adults, and b) How to Handle a Multi-level Class.

PRODUCT (continued)

All products serve staff in federal programs for limited English speaking adults in Illinois, including ESL teachers, teacher aides, paraprofessionals, bilingual staff, counselors and administrators.

Practices to be developed are the improvement of teaching and other services within the instructional programs serving limited English speaking adults.

Service Center publications are available free of charge to federal adult ESL practitioners in Illinios and according to the price schedules for all other persons. Other publications are available to all persons at prices listed on the Publications Catalog and the Handouts Available on Request List.

EVALUATION

1) a) Teacher observation by teacher invitation only. Trainer must be invited by teacher to observe. Trainer and teacher agree on areas to be observed. b) Formative evaluation through written evaluation forms and questionnaires (conducted immediately following a workshop, consultation or other services). c) Summative evaluation through written evaluation forms and questionnaires and in-depth oral interviews (conducted 8-12 weeks after a workshop, consultation or other service). d) Student evaluations (by teacher request) of teacher performance.
2) a) 85% of legal clients indicate positive change as a result of Service Center staff development activities. b) 70% of legal clients eligible are actively utilizing the Service Center.

TITLE VESL/ESL Resource Development Project ESL-9

CONTACT Joan D. Meskin (312) 878-1700, ext. 2118
Assistant Dean for Research, Evaluation,
and Project Funding
Truman College of the City Colleges of Chicago
Chicago, Illinois 60640

OBJECTIVES

1) To review existing VESL materials.
2) To augment and improve VESL curriculum materials previously developed in the Truman Project Mainstream-Bilingual Vocational center (for Koreans and Hispanics).
3) To evaluate these materials.
4) To identify the varying levels of commercially prepared ESL materials in the Truman Language Skills Center.
5) To facilitate the use of materials in the Truman Language Skills Center.
6) To correlate the ESL materials with the diagnostic tests administered in the Language Skills Center with the three levels of ESL courses taught at Truman College.
7) To create supplemental materials to ensure adequate coverage of skills in pronunciation, vocabulary, grammar, and writing for the three levels of the Truman ESL curriculum.
8) To evaluate all resources developed.

DESCRIPTION

Methodology corresponding to objectives listed below:

1) Research and evaluation of appropriate extant VESL materials.
2) Development of student and teacher manuals in the areas of accounting, drafting, and keypunch. All units had been started within the scope of Project Mainstream-Truman Bilingual Vocational Center and have now been updated, expanded, and improved.
3) Evaluation of VESL materials through student proficiency tests, teacher questionnaires, and consultant comments.
4) Identification, labelling, and color coding of ESL materials at different levels.
5) Shelving by level; preparing annotated bibliographic cards and flow charts.
6) Corresponding objectives postponed, since ESL faculty now seeking a new ESL textual series for adoption.
7) Creation of supplemental worksheets for Truman ESL, remedial communications and English composition students.
8) Evaluation through tutor questionnaires, student rating of supplemental worksheets, and consultant comments.

FUNDING

$9,805 July 1, 1980 - February 28, 1981

TARGET AUDIENCE

Minority Ethnic Group (Russian, Hispanic, Native American, Indochinese); Older Adults; Urban Residents; Immigrants; and Adults with Limited English Language Skills

PRODUCT

1) Development of a student manual and teacher manual for VESL courses in accounting, data entry and keypunch.
2) Development of a coordination/access system for all print media and audio-visual materials in the Truman College Language Skills Center and correlation of these materials with different ESL and remedial English courses.

Interested persons can obtain copies of VESL materials from:
Western Illinois University Clearinghouse
Macomb, Illinois 61455

Selected ESL coordination materials are also available from the same source.

EVALUATION

VESL Materials

1) Pre- and Post-Test for VESL Students: VESL curriculum developers designed the format for a pre/post test, consisting of 35 questions (15 content and 20 job-finding skill items). Because the learning materials had yet to be completed at the outset of the semester in which they were produced, only a post-test was given. The test was translated into Korean and Spanish. Drafting and keypunch students did extremely well on the test (100% and 83% pass rate, respectively), but accounting students did not (47% pass rate).
2) Student Evaluation: Students completed questionnaires giving their views on the VESL materials in a "yes," "no," "no opinion" format. Drafting students felt worksheets were clear and that they gave students a good technical vocabulary in their field. They also felt the materials were helpful in a variety of job-finding skill areas. Most keypunch students expressed satisfaction with instructions, vocabulary, worksheets and job-finding skill instruction.
3) Teacher Evaluation: Teachers in each area responded to an 18 item questionnaire on a five point scale from "strongly disagree" to "strongly agree." Responses varied. Keypunch and drafting VESL teachers generally gave a positive appraisal of the materials, while the accounting teachers tended to give the response "agree somewhat" to all statements.
4) External Evaluation: A descriptive evaluation of all materials was carried out by three bilingual educators from outside Truman College.

ESL Materials

1) Student Evaluation of Supplementary Worksheets: An evaluation form was designed for completion after use of a worksheet. The three questions comprising the evaluation were "Did you understand the worksheet?" "Was it easy to follow?" "Did you learn something from it?" Results showed that the worksheets "Bringing Things into Focus," "Making a Paragraph Add Up," and "The Topic Sentence: Pulling Things Together" were the most high regarded. The worksheets "Whole Sentences and Fragments" received mixed reactions. Of the total responses (249), 67.5% were favorable, 21.7% were moderately favorable, and 10.8% were unfavorable.
2) Tutor Evaluation: Tutors were asked to indicate on a form their level of agreement with each of thirteen statements about the materials. The results were very consistent. The three tutors generally rated the new coordination system very highly, responding with "strongly agree" to most of the statements concerning the new system and materials.
3) External Evaluation: A descriptive evaluation of all materials was carried out by language skills experts from outside Truman College.

Educational Objectives One and Three were wholly or partially tested through this evaluation scheme.

TITLE The Continuation and Dissemination of ESL Teacher Training Handbook ESL-10

CONTACT Harold Wilson (317) 266-4850
Project Director
Indianapolis Public Schools, Div. of ABE
Indianapolis, Indiana 46202

OBJECTIVES

1) The major objective of this project is to disseminate the ESL Handbook (developed through FY 1980 310 project) at regional workshops to ABE/ESL administrators, teachers, and paraprofessionals in Indiana.
2) The second major objective is to develop supplements for the Handbook and distribute them by means of follow-up visits to ABE programs who are using the Handbook.

DESCRIPTION

Introducing teachers and aides to the use of the materals within the Handbook was the main purpose of the regional dissemination workshops. These workshops provided the participants with the opportunity to obtain a working knowledge of the Handbook and how it could be adapted for classroom use.

FUNDING

$38,343 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills; Classroom Teachers; Administrators (Adult Basic Education); Volunteers; and Paraprofessionals

PRODUCT

An ESL Handbook for Adult Basic Education teachers is designed for the beginning ESL teacher who faces a number of immediate practical problems, but it will also benefit experienced ESL teachers. The Handbook is divided into the following sections; a) Starting Point; b) Current Trends; c) Cultural Insights; d) Classroom Ideas; e) Literacy/Reading; f) Individualized Activities; g) Games; h) Evaluation; i) Resources; and j) Notes/Ideas

EVALUATION

Evaluation by workshop participants will provide feedback in terms of the effectiveness of the Handbook.
An outside consultant will evaluate the Handbook and documentation of such consultation will be made.
Written reports of each follow-up visit will be made and will appear in the final report.

TITLE Developing and Validating Task-oriented Materials for Adult Basic Education — ESL-11

CONTACT

Alan Garfinkel (317) 494-1485
Associate Professor
Purdue University
West Lafayette, Indiana 47906

OBJECTIVES

Produce and validate materials to be used in conjunction with state ABE Curriculum Guide ("Learning for Everyday Living") for teaching prevocational English as a Second Language.

DESCRIPTION

Writing, distributing, revising, disseminating. Especially innovative features: use of real sources of materials supplied through exceptional interagency cooperation.

FUNDING

$27,517 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group; Older Adults; Rural Residents, Urban Residents; Immigrants; Adults with Limited English Language Skills; Authors and Artists (All with Limited English Proficiency)

PRODUCT

Ten units of instruction in Pre-vocational ESL.

EVALUATION

1) Paper-pencil tests.
2) Degree of student comprehension of materials produced.
3) Population--approximately 100 preand post-design (control groups to be established).

TITLE ESL Through Television ESL-12

CONTACT James W. Ellis (504) 362-4778
Project Director
Jefferson Parish School System
Gretna, Louisiana 70053

OBJECTIVES

1) To develop high-production, quality video material on English as a Second Language (ESL) and citizenship that will be used in a classroom setting and for cable television transmission for home-based students.
2) To offer, via the media of close circuit and cable TV, classes in ESL and citizenship to those refugees in Jefferson parish area.
3) A comparative analysis will be made of those students who receive instruction via cable TV and those students who receive ESL and citizenship instruction in the regular classroom.
4) The video package will be made available for statewide dissemination.

DESCRIPTION

In conjunction with the Jefferson Parish Media Center and Cox Cable TV, the project will provide the answer to reaching several thousand non-English speaking residents of Jefferson parish at a reasonable cost. Cox Vable TV and the Media Center's studio equipment and personnel will be used free of cost to the project. Using the curriculum and methods that were already developed in the adult education ESL and citizenship classes, the project will plan to develop a packaged program to be presented via closed circuit televison two evenings and two days a week. The material will be presented in one- to two-hour programs for television. Registration for the program will be accomplished via the mail. Students will be informed of the class through advertisement on the close circuit channel, newspaper, refugee organizations, churches, etc. The material that is developed for the program will be tested on these students to find out which changes are needed.

FUNDING

$50,000 November 1, 1980 - August 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Spanish Speaking); Urban Residents; and Adults with Limited English Language Skills

PRODUCT

A video package containing a mass of material on ESL and citizenship will be developed. The State Department of Education will reserve the copyright privileges.

EVALUATION

Teacher-made tests (presently used in ESL classes and citizenship classes) will be administered to both the home viewer and the classroom viewer. The program will be evaluated and then students who were successfully advanced will be taken into the regular adult education program. The project director will complete all evaluation reports which are required by the State Department of Education.

TITLE Training Project for Teachers of Adult ESL Students ESL-13

CONTACT Mary P. Dolan (609) 771-2452
Asst. Director, Adult Education Resource Center
Trenton State College
Adult Education Resource Center
Trenton, New Jersey 08625

OBJECTIVES

1) To provide an effective alternative method of training for teachers of English as a Second Language.
2) To significantly increase the number of skilled ESL adult educators in central New Jersey.
3) To improve the quality of ESL instruction in the adult education programs in central New Jersey.
4) A cadre of 25 trained ESL teachers of adults will be available for peer instruction throughout our six county area. They will share their expertise locally and/or regionally.
5) A process/product journal of ESL content and training techniques will be produced which may be used for local staff development activities for those who cannot attend training project.

DESCRIPTION

1) Class meetings will be held on selected Friday evenings and Saturdays during the Fall & Spring semesters. Primary site will be TSC campus, but local program sites will also be used for practice teaching experiences. Six cost-free graduate credits will be granted for the successful completion of 90 contract hours. A thorough knowledge of specific content and methodology will be required for the awarding of graduate credit.
2) A variety of teaching modalities will be developed, with emphasis on teaching involvement/immersion. Crucial elements of success will be careful assessment of participants needs, the blend of relevant theory and realistic practice, and consistent evaluation.
3) The participants will be totally involved in planning and ongoing modification of their own training plan. They will help to develop a process/product journal as a record of their learning experiences, to be used by them in local training efforts in 1981-82.
4) Methods will vary according to content or purpose of sessions. Research and reading assignments will be required, emphasis placed on practical demonstration of knowledge and skill attained.
5) Video tape will be used in the process of peer and self-evaluation of practice teaching in an on-campus lab setting. This may also be done during the practicum.
6) In the second semester, as part of the practicum, each participant will be observed teaching an ESL class in a local program. This may be his/her own class, or one in a nearby cooperating adult school.

FUNDING

$31,300 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills and Classroom Teachers

PRODUCT

Throughout the project, staff and project participants will be engaged in a process/product activity. This is an innovative method for personal and group review and evaluation. Journal entries are shared and knowledge and insights analyzed. A systematic organization of ESL content and training techniques will be recorded. At the termination of the program, the process/product journal will be printed for dissemination and use in further training activities.

EVALUATION

In addition to pre-testing with a needs assessment intrument and the Student/Content Teaching Inventory, there has been intermittent testing of academic content. Emphasis at present is on the use of peer evaluation in the field experiences, and consultation with master teachers.

An end-of-project evaluation instrument will be administered, and a projection of after-project activities and monitoring will be developed. Journal feed-back and group evaluation has been ongoing.

TITLE ESL Simulation Kits
Based on APL Competencies

ESL-14

CONTACT Patricia Bramlett (505) 646-2231
Adult & Developmental Education Coordinator
Adult Basic Education Program
Dona Ana Branch - New Mexico State University
Box 3DA
Las Cruces, New Mexico 88003

OBJECTIVES

To duplicate and disseminate ESL/APL materials in loose leaf format to all ESL instructors in New Mexico. These materials were developed in 1979-80.

DESCRIPTION

1) To reduce the quantity (some 1500 separate items) and condense the materials to 350 pages.
2) To print 250 books in loose leaf format, color coding each section.
3) To add some supplemental materials, such as free pamphlets, bibliographies or related materials, etc.
4) To distribute to ESL instructors and program directors in New Mexico, to State ABE Directors and to the Department of Education.
5) Three teacher training programs have been done regionally to present and train instructors in the use of these materials.

FUNDING

$2,800 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group; Educational Level (APL 1); Immigrants; and Adults with Limited English Language Skills

PRODUCT

1) A 374-page loose leaf book entitled "ESL/APL Instructional Resources for Integrating Life Skills into the ESL Curriculum" was produced. 250 copies were printed. Distribution included all ABE Program Directors and ESL Instructors in New Mexico, State ABE Directors, Department of Education personnel, and ERIC. Copies were also provided for the Roswell Rehabilitation Center (handicapped clientele), Ramah Indian ABE Program, and various individuals requesting copies. However, the supply is now depleted.
2) These are instructional resource materials with teacher suggestions and teaching materials for ESL/APL. They can be used in any order, to as small or large extent as the instructor or adie wishes to use them, for classroom situations, learning center activities, home study use in a one-to-one relationship.

EVALUATION

1) Materials were presented to ESL Instructors and Aides. Evaluations of the teacher training presentations and the projected usefulness of the materials were done. Check list and open-ended responses and priority use lists. Instructor and student evaluation forms were provided so that the usage by both groups could be assessed.
2) Materials were field tested in 1979-80 in 10 ESL classes with approximately 200 ESL students--180 Spanish-speaking and 20 speakers of other languages. Adjustments and revisions were made on the basis of these piloting efforts.

TITLE Functional/Notational Syllabus Planning ESL-15

CONTACT Pauline Bilus (212) 769-6444
Project Director
Associated YM-YWHAs of Greater New York
Brooklyn, New York 11235

OBJECTIVES

1) Each site will operate with a curriculum.
2) All instructional personnel will understand and be able to apply Functional/Notational concepts to their classroom planning.
3) The training staff will develop needs surveys and apply them to the student population.
4) The instructional staff will learn how to transform needs to learning objectives and develop lesson plans to reach the objectives.
5) The instructional staff will learn to test the attainment of the objectives.
6) A manual.

DESCRIPTION

1) Participatory learning and planning by all instructional staff, with a core of training staff and curriculum developer.
2) A series of training workshops: site representatives received "hands-on" training of curriculum instruments and disseminated the training in their sites. a) Phase One Training--in the concepts of Functional/Notational. b) Phase Two Training--representatives learned principles of needs assessment and developed surveys and field tested them. c) Phase Three Training--All instructional personnel experimentally designed a 15 hour mini-curriculum in Russian and practiced the learning activities. d) Phase Four Training--All instructional personnel applied surveys to develop data; learned to develop lesson plans at workshops. e) Phase Five Training--Testing.

FUNDING

$10,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Russian Immigrants); Adults with Limited English Language Skills; Classroom Teachers; Administrators (Coordinators); and Counselors

PRODUCT

Included: a) lists of notations and functions, analysis of situations and of discourse; b) training workshop procedures; c) curriculum training diagrams; d) model mini-curriculum of 15 hours of Russian; e) program objectives survey; f) learner needs assessments and intake form; and g) model lesson plans.

In addition to testing, placement and movement through the program, the curriculum taps the immediate needs of the students for developing immediate objectives for language training. Planned long-term objectives help to define the different levels.

EVALUATION

Effectiveness of training in concepts of Functional/Notational--a pre- and post-test.

TITLE Development of a Course in Analytical Thinking, Reading and Writing for Underprepared Adults

ESL-16

CONTACT Jane Garmey
Planning Director
WNET/Thirteen
New York, New York 10010

(212) OR3-9078

OBJECTIVES

The aim of the project is to compete the necessary research and development to design a course to teach writing to our intended audience and develop a research plan to test any materials that we develop. The course will consist of films and accompanying print materials.

DESCRIPTION

1) Audience needs assessment.
2) Development of course outline.
3) Continued expansion of contacts with teachers, professional organizations and state education personnel to ensure an effective distribution plan for a writing course.

FUNDING

$5,000 November 15, 1980 - April 15, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills and Classroom Teachers

PRODUCT

We hope to produce eight 30-minute programs and accompanying print materials that will focus on the writing process and will demonstrate that writing is exploration and that wide range of choices are available to both experienced and inexperienced writers. The films which will be shown on public television will also be edited for distribution to schools and learning centers. We plan to design print materials for use by special audiences and develop strategies for teacher training to take place in a number of different educational settings.

EVALUATION

Evaluation plan is now being developed.

TITLE Competency-based Curriculum for Teaching English as a Second Language to Adults with Instructional Modules for English Conversation in Daily Living ESL-17

CONTACT Jose Resto Velez 786-3030, ext. 260
English Coordinator
Bayamon Central University
Bayamon, Puerto Rico 00619

OBJECTIVES

1) General Objective--To develop a special experimental training project in the use of innovative methods for educating persons of limited English-speaking ability, materials and programs of special value and effectiveness, geared to train a group of 15 teachers engaged or preparing to engage in the teaching of English as a Second Language to adults, with instructional modules for English conversation in daily living.
2) Specific Objectives--By the end of this in-service training program the participants will have: a) developed six instructional modules with five lessons each for the teaching of conversational English in living situations (Level 4-8); b) utilized the modules in actual classroom situations; and c) had enough practice in conversational English in real situations of their daily life.

DESCRIPTION

1) Staff members visited different public schools in the School District of Bayamon, Puerto Rico in order to identify the community needs in conversational English.
2) The State Department of Education chose the teachers interested in participating in the project.
3) The staff members from the BCU and participants from the State Department of Education of Puerto Rico met for 12 consecutive Saturdays.
4) The preparation, analysis, and implementation of each module were discussed by the BCU staff and participants.
5) An audio-cassette was taped for each module, accompanied by slides.

FUNDING

$16,853 April 12, 1980 - June 28, 1980

TARGET AUDIENCE

Classroom Teachers (ESL)

PRODUCT

Products that will be available later include: a) Teacher's Guide; b) Student Workbook; c) Syllabi for each module; and d) cassettes and slides. Probable availability date is August 1981. The source is Bayamon Central University, Bayamon, Puerto Rico 00619.

EVALUATION

1) Participants were given the opportunity to evaluate the work done on each Saturday.
2) There will be a field testing of materials, methodology and techniques.

TITLE Adult Performance Level: ESL-18
English as a Second Language

CONTACT Anne B. Drake (803) 223-8357
APL/ESL Instructor
Adult Education
Piedmont Technical College
P.O. Drawer 1467
Greenwood, South Carolina 29646

OBJECTIVES

1) Community awareness of the need for APL/ESL instruction in the community.
2) At least 10 students enter local industrial training programs.
3) At least 20 students will meet minimum acceptable proficiency in English to be able to perform as adults.
4) At least 10 students will be enrolled in post-secondary education.

DESCRIPTION

1) Form a community advisory committee; recruit and train seven volunteer tutors; and develop referral network throughout business, industrial, professional and service agency communities.
2) Enroll students; conduct entry evaluation; provide small group and one-on-one instruction.
3) Identify English reading and computational skills of all students; determine short-term goals of students; identify students who need training beyond minimum acceptable standard; provide instruction with APL-based materials; and place students in institutional and post-secondary programs when appropriate.
4) Assist students in setting educational and occupational goals, short- and long-term; staff identifies cultural, educational and academic goals of students; and place students in post-secondary training.

FUNDING

$19,578 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-College Graduation)

PRODUCT

Limited bibliography of highly recommended commercial (APL/ESL) materials developed.

EVALUATION

Under the PTEC Institutional Management by Objectives system a continuous monitoring of objectives, performance, and progress has been conducted as well as a consideration of community feedback.

TITLE Developing Adult Reading, Math, and ESL Instructional Materials for Use with Microcomputers

ESL-19

CONTACT
Daniel R. Fielden
Project Director
Kingsport City Schools
Kingsport, Tennessee 37664
(615) 247-1108

OBJECTIVES

To develop software programs in math, reading and ESL for use in microcomputers.

DESCRIPTION

Methods of developing these programs will be scientifically recorded thus allowing other systems the benefit of writing similar programs with a minimum of difficulty. Two educational specialists will develop the program in math, reading, and ESL materials and a competent computer programmer will purchase necessary microcomputer equipment.

FUNDING

$15,000 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults and Adults with Limited English Language Skills

PRODUCT

Project should provide new curriculum materials that are adult-centered and in a format that is currently gaining rapid acceptance. Materials can be reproduced very inexpensively.

EVALUATION

Evaluation will be done at the completion of each program. Monthly reports will be given to project director. This report is available to local, state and federal officials upon request.

TITLE Bilingual Adult Education Program Development for Texas, Phase III

ESL-20

CONTACT

Dr. Mark M. Walsh (512) 595-3203
Director, South Texas Adult Education
South Texas Adult Education Center
Texas A&I University
Kingsville, Texas 78363

OBJECTIVES

1) To train selected personnel in the use of the new literacy primer produced in FY 1980.
2) To create, maintain, and coordinate a large number of literacy programs throughout Texas, all using the new primer, and all designed to continue on their own after FY 1981.
3) To carry out an ongoing evaluation of Objectives One and Two and publicize/publish the results.
4) To modify the primer using the results of evaluation activities.
5) To develop a sequel for graduates of the literacy primer.

DESCRIPTION

The foregoing activities are being met by carrying out these specific activities: a) Training program for personnel using the primer has been conducted on and off campus for professionals wishing to receive graduate credit hours or continuing education units (CEU). b) During the fall of 1980, the primer was disseminated to the Adult Education Cooperative System in conjunction with the Division of Adult and Community Education of the Texas Education Agency. Various aspects of the primer were also disseminated throughout the state through the TRENDS project. c) Preand post-tests evaluations were administered to personnel involved in the training workshops. In sessions, workshops, or conferences that described or explained the primer, participants were provided with evaluation forms soliciting their constructive criticism. Potential instructors, actual instructors, and adult students were given the opportunity to evaluate the primer. Standardized reading tests were administered to adult students that completed the literacy primer. d) Modification of literacy primer were based on the conclusions drawn from the material gathered in research and evaluation procedures. Finally, a bilingual/ESL reader is being developed.

FUNDING

$28,818 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Classroom Teachers and Volunteers (Instructors)

PRODUCT

Bilingual/ESL Reader is being produced for adult low-level readers of Spanish. A student text and a teacher's manual are being developed.

EVALUATION

Ongoing evaluation by the instructors takes place during the literacy classes, changes are incorporated and recommendations made for the final product. Linguists of the Bilingual Education Center at Texas A&I and other bilingual education experts have contributed to the evaluation.

TITLE Adult Education Outreach Program ESL-21

CONTACT Dr. C. Brent McBride (801) 882-3070
Adult Education Director
Tooele School District
Tooele, Utah 84074

OBJECTIVES

1) Develop strategies and models for outreach in the rural or isolated communities of Tooele County for adult students needing basic and functional skills.
2) Implement the strategies and models of Objective One with Spanish speaking immigrants, rural farmers, and isolated and mobile military personnel.
3) Identify, implement and assess a model curricula with the target groups of Objective Two.
4) Prepare and submit 100 copies of a Final Project Report to the Utah State Office of Education, Adult Education Unit.

DESCRIPTION

1) Using the school community centers in Vernon, Dugway, Grantsville, Stansbury Park and Wendover, adult education satellite centers will be established in each of these areas. Community school directors and building media coordinators will be hired to correlate programming, distribute materials and return them to the adult education center in Tooele city. All materials from the Adult Education Center in Tooele will be available as resources for adult basic, adult high school completion and parenting classes, workshops or checkout programs.
2) The Satellite Center for Adult Education in Wendover will concentrate on an extensive outreach program for the estimated 100 Mexican immigrants who speak little or no English. Materials will be purchased that will meet these people's adult educational needs. Correlated efforts between the center, the town casinos, city government and social services will be initiated to identify, contact and enroll the immigrants into adult educational programs.

FUNDING

$11,475 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Spanish-Speaking); Educational Level (8th); Immigrants; and Adults with Limited English Language Skills

PRODUCT

100 copies of a Final Project Report will be available from the Utah State Office of Education, Adult Education Unit, for the printer's costs.

EVALUATION

1) Tabulation on the amount of materials disseminating through the satellite centers will be recorded. Adult students enrolled in classes and workshops will complete an evaluation sheet on their impressions of the program.
2) A bi-annual evaluation will be completed by community, civic and religious leaders on the effectiveness of the adult education program for the Mexican immigrants of Wendover. A similar survey will be tallied with the impressions of the adult education staff and the immigrants in the program. The type and amount of materials being used will also be recorded.

TITLE Logan Adult Education Refugee ESL Program ESL-22

CONTACT Bryan Anderson (801) 752-1811
Director, ESL Programs
Logan City Schools
Logan, Utah 84321

OBJECTIVES

1) Implement a five-level ESL program.
2) Establish a Logan School District ESL Lending Library.
3) Produce and implement curriculum to teach the English required for good driving.

DESCRIPTION

1) ESL Program--Students placed in levels based on competency. Instructors hired based on experience. "Modulearn" selected as curriculum core due to the survival orientation of the materials; supplemented by extensive use of university-oriented materials. Fall and winter quarters two-hour classes at four levels taught daily. Spring quarter three levels instructed due to the fact that advanced students have transferred to full-time English instruction at Utah State University.
2) Lending Library--Extensive high-interest, low-reading level books reviewed in various learning centers in Logan and SLC catalogs reviewed. Books borrowed or purchased and tested by student reading and evaluation. Approximately 60 books have proven appropriate so far and are actively used by students in our program and by other refugees.
3) Driving Curriculum--Developer attended driving classes for refugees and conferred with driving instructors and state motor vehicle officials. Instructional objectives assessed. 60 pages of instructional materials and 100 visuals have been completed, tested in the classroom and finalized so far. The final instructional manual will be approximately 100 pages with 200 visuals. 26 students were successfully prepared for written driving tests in weekend sessions.

FUNDING

$11,250 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills and Classroom Teachers

PRODUCT

The course will probably best serve community education programs, but will also be of use to high schools and universities with a foreign student population. A minimal amount of material is specific to Utah only; most is applicable to driving in other states.

English for Driving--text and visuals, projected completion date is May 10, 1981.

EVALUATION

1) Five-Level ESL Program--At the end of each quarter students were tested (discrete point) on the vocabulary, grammar and pronunciation objectives of each level. Consistent attenders have mastered the objectives and performed well on the tests. Subjectively, general English competency has improved. 69 refugees have participated in the classes. Currently, 47 refugees are participating.
2) Lending Library--Selected books were loaned to students to read at home with no instructional aid. Students evaluated the books as to reading ease and interest level. Books that were "too hard," "confusing," or "boring" were eliminated.
3) Driving Curriculum--The materials produced so far have been tested in the regular intermediate (Level 2) classes. Materials that were unclear, too difficult or not remembered by the students were revised and re-tested.

TITLE Basic and Survival Consumer Education for Adult Refugees

ESL-23

CONTACT Edward O. Salisbury (801) 363-4476
Director
Salt Lake City School District
Community Education Services
Salt Lake City, Utah 84103

OBJECTIVES

1) Determine through assessment the consumer speaking, reading, writing and understanding skills needed by adult refugees for basic and survival living in banking, credit, retail shopping and foods and nutrition.
2) Organize and compile a handbook of instructional curriculum (content materials, instructional activities, techniques and methods) for teaching basic survival consumer skills. This handbook of curricula materials will be written and/or illustrated in English and the major refugee languages.

DESCRIPTION

1) Using existing ESL classes, teachers have verbally, using a translator when necessary, assessed the current understanding and knowledge of the refugee in regards to use of good basic consumer techniques.
2) Using this information, an ESL and a home economic teacher have gathered and compiled materials as well as planned activities to teach the needed skills. Classes using these materials are now being taught refugees of various language levels.

FUNDING

$5,406 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (All Refugees); Educational Level (Adult Basic Education); Immigrants; and Adults with Limited English Language Skills

PRODUCT

Using available consumer curriculum guides as a basis, a guide specifically designed for use in classes for adults with very limited English-speaking abilities will be developed.

Project materials are being used by existing ESL classes to test suitability and usefullness. This guide is general in nature. It is designed to help instructors of refugee groups teach basic consumer skills. Project guide will be complete and available through the Utah State Office of Education after July 1, 1981.

EVALUATION

1) Initial evaluation will be the completion of the project Objective One requiring development of a teaching guide for basic consumer survival skills for the refugee.
2) Follow-up evaluation will be post-testing of students. Because of the nature of material taught, post-testing will be a primarily verbal interchange between the student and teacher to determine whether or not the student understands the concepts taught. The teachers will also assess understanding through observation of students in class activities and during field trip experiences.

TITLE English as a Second Language
Curriculum and In-service Training

ESL-24

CONTACT Edward O. Salisbury (801) 363-4476
Director
Salt Lake City School District
Community Education Services
Salt Lake City, Utah 84103

OBJECTIVES

Develop a course outline for teaching basic and survival skills to pre-literate and semi-literate non-English speaking adults; produce an annotated bibliography for the course outline; organize annotated handbook of functional standardized and non-standardized placement and achievement tests; identify and organize practical guidelines and criteria for hiring ESL teachers; review resources and materials and develop for implementation a program to train teachers who are (or will be) teaching basic and survival ESL; involve consultants from the various Utah ESL programs; and provide Utah State Office of Education, Adult Education Unit, with 100 copies of each of the written materials developed.

DESCRIPTION

1) Contact qualified ESL teachers and representatives of adult ESL programs in various districts and hold three workshops, one for teacher training, one for placement tests, and one for ESL literacy.
2) Compile a bibliography of existing ESL materials.
3) Request list of successful learning activities from ESL programs in other districts and compile in booklet form.
4) Prior to placement test workshop, develop a questionnaire to request input to be sent to ESL teachers and representatives in each district.
5) Contact established ESL programs in other states to ascertain their criteria for hiring ESL teachers.
6) Develop a videotape of ESL classroom situations to demonstrate teaching techniques in the four areas listed under Objectives.
7) Hold one additional session to present results of workshops with at least two ESL representatives from each district of the state and guest lecturer.

FUNDING

$15,614 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adults with Limited English Language Skills; Classroom Teachers; Administrators; and Counselors

PRODUCT

A course outline for teaching basic and survival skills to pre-literate and semi-literate non-English speaking adults; an annotated bibliography for the course outline; annotated handbook of functional standardized and non-standardized placement and achievement tests; and practical guidelines and criteria for hiring ESL teachers. All projects listed will be available from the Utah State Office of Education, c/o Adult Education Services, 250 East 500 South, Salt Lake City, Utah 84111.

EVALUATION

Consultants and ESL teachers are being invited to workshops on each project to evaluate the work completed. There will be a summative evaluation in a workshop to be held in September of 1981, where teachers from all over Utah will be invited to attend.

TITLE Demonstration of a Reading and Writing Program using Language-Experience (LEX) Methodology among Adult ESL Students in a Basic Education Program

ESL-25

CONTACT
Judy Cohen
Project Director
Guadalupe Educational Programs, Inc.
Salt Lake City, Utah 84116
(801) 531-6100

OBJECTIVES

1) Develop and implement an effective educational model employing the methods of "Language Experience" to increase the level of skills of non-English speaking adults in reading and writing English and to reinforce skills in understanding and speaking English.
2) Build evaluation system which will focus upon: a) assessing the processes being carried out by the project; b) quality and relevance of the materials being developed; and c) impact of the project on reading and writing skills of the student participants.
3) Demonstrate training model and write "How-To" training manual for dissemination and replication.

DESCRIPTION

1) Our approach utilizes the methodology of "Language Experience." This method tends to develop in a part or all of a cycle that involves both the student and the volunteer tutor, as follows: "Do it - discuss it - write (dictate) it - read it - share it - revise it."
2) Staff development methodology must therefore relate to both tutor teaching and student learning. Currently our staff efforts are directed to developing methods in detail and identifying materials that serve best under given conditions. Observations are logged by staff, noting how well the activity worked and any obstacles encountered. The consultants' Instructional Design Team, made up of reading and structural design specialists who complement the English as a Second Language specialists of staff, review the logged observations, observe teaching, review materials, and make recommendations for further staff efforts.

FUNDING

$31,350 October 1, 1980 - September 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Spanish-Speaking, Oriental); Urban Residents; and Adults with Limited English Language Skills

PRODUCT

A training manual will include, in easy steps, the way to replicate the process developed. Our "How-To" manual is expected to be completed about November 1, 1981. A limited number of manuals (100) will be available at the State Office of Education for the cost of postage.

EVALUATION

Our evaluation process addresses two areas: a) the impact on the adult learner of our language-experience process as measured by pre- and post-tests; and b) the development of a monitoring system to accompany each step, for both tutor and student, of the entire method.

TITLE Wyoming Multi-Cultural Conference ESL-26

CONTACT Larry Murray (307) 332-3453
Director, Indian Services
Central Wyoming College
Lander, Wyoming 82520

OBJECTIVES

1) To begin to develop parental understanding of American culture and institutions (i.e., schools).
2) To begin to develop a sense of parental responsibility in cooperating with institutions for improvement of the English language skills of themselves and their children.
3) To foster a more effective working relationship among family units and between these units and the educational institutions.

DESCRIPTION

Central Wyoming College will provide through this grant three consultants who will conduct workshop sessions for interested parents and other adults at the Wyoming Multi-Cultural Conference in Riverton on April 10 and 11. The audience will consist of Native Americans, Hispanics, Indo-Chinese and Anglos.

FUNDING

$1,120 April 10, 1981 - April 11, 1981

TARGET AUDIENCE

Minority Ethnic Group (Native Americans, Hispanics, Indo-Chinese, Anglos)

EVALUATION

TITLE Follow-up on Adult Graduates E-1

CONTACT Buel Thompson (501) 374-3361, ext. 345
Project Coordinator
Little Rock School District
Little Rock, Arkansas 72202

OBJECTIVES

1) To gather data on GED graduates from the Little Rock, North Little Rock, and Pulaski County Adult Educational Centers, 1980-81 school year. The number of students who have, since graduation, a) obtained a job, b) were promoted to a better job, c) registered to vote, d) enrolled in higher education or training, e) been removed from public assistance, and f) experienced other kinds of successes.
2) To try to find some strengths and weaknesses of the three centers studied, and make suggestions for improvement.

DESCRIPTION

1) A questionnaire was developed and used to gather information on graduates. These were contacted by letter, phone, and personal visit.
2) The same questionnaire was used on all three learning centers, and particular attention was given to any similarities, differences among the centers, with suggestions for program improvement.
3) Currently, approximately 140 graduates have responded in completing questionnaires.

FUNDING

$3,915 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Urban Residents

PRODUCT

Summary analysis of data (including questionnaire), available after July 1, 1981.

Source: Graduate Follow-up Project (310)
Adult Education Center
14th and Scott
Little Rock, Arkansas 72292

Cost: Include 75¢ for postage/handling per copy in the form of stamps.

EVALUATION

Evaluation methods/measures: a) The number of usuable questionnaire responses. b) The quality of the questionnaire itself--Does it gather significant data? c) The interpretation of the questionnaire--Are there hidden factors that the interpretation does not recognize? d) Comparison/contrast--To what extend do the responses reveal significant strengths and weaknesses of the three centers studied? e) Suggestions/recommendations--Would the same recommendations have been made had the study never been carried out? How practical are the suggestions made? Do the centers have the power, resources, ability to make changes?

TITLE Continuing Development and Statewide Dissemination of the Comprehensive Information System for Assessing the Progress and Follow-up of ABE Students and Former Students

CONTACT Dr. Douglas H. Smith (515) 271-2181
Associate Dean
College for Continuing Education
Des Moines, Iowa 50311

OBJECTIVES

It is the general purpose of this project to:

1) Further develop the information system, to provide an understandable procedure for general use in all ABE programs throughout the state.
2) Develop a computerized program for collecting the information needed for local, state and national information system.
3) Conduct a series of workshops for describing and instructing ABE staffs in using the instruments.
4) Disseminate the instruments and systems to appropriate organizations throughout the nation.

The basic emphasis of this project will be the implementation of this new information system within the existing systems at the area schools.

DESCRIPTION

1) Develop an Advisory Committee consisting of selected directors of adult education, ABE coordinators, instructors and representatives from the Adult Education Section of the Department of Public Instruction.
2) With the advice of the Advisory Commitee, review the guidelines, procedures and final format of the general information system and the specific instruments.
3) Conduct workshops for the ABE staffs at the area schools to inform and instruct them in the purpose and use of the information system and instruments. The specific number of workshops will be determined in consultation with the Advisory Committee.
4) Develop the computerized programming for gathering the required data from the instruments. This will be done in consultation with the Advisory Committee, the Department of Public Instruction and, if necessary, appropriate consultants.
5) The area schools will use the instruments in their local ABE programs. The project director will be available on a consultative basis, assisting local schools if necessary.
6) Pilot test the computer program with selected area schools to identify and correct any problems. The selected area schools will be chosen in consultation with the Advisory Committee.
7) Conduct an additional series of workshops or consultative meetings with local ABE staffs to receive any feedback on the system, instruments and program. The format of these meetings and the area schools to be visited will be determined from the information received during the use of these forms and in consultation with the Advisory Committee.
8) Revise the procedures, instruments and programs and solicit any feedback if necessary.
9) Prepare a summary report for the progress accomplished and determine the need for further work on the procedures, instruments and programs.

FUNDING

$26,352 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Rural Residents; Urban Residents; and Adults with Limited English Language Skills

PRODUCT

4 forms will be developed for educational management, needed data, and program analysis. The forms are: a) Intake Form, includes Registration, Student Intake and Teacher Intake; b) Program Progress Form; c) Program Evaluation Form; and d) Follow-up Questionnaire.

EVALUATION

Evaluation of this project will be done through the following procedures. First, an Advisory Committee consisting of adult education directors, ABE coordinators and instructors and DPI staff will be selected to serve in both an advisory and evaluator position as a means of developing adequate guidelines, instruments and procedures for dissemination and implementation. Second, during the process of conducting the workshops, information and feedback will be solicited from the local ABE staffs regarding their existing system and how this proposed system can be effectively implemented. This information will be used both in the implementation of this system and the development of appropriate criteria for evaluating its implementation when the second series of workshops are to be conducted. Third, the project will be evaluated by an outside evaluator having appropriate expertise in adult education and computer-based information systems.

TITLE Missoula Adult Education Needs Assessment

CONTACT Dennis Lerum (406) 721-1330
Assistant Director
Missoula Vocational Technical Center
Missoula, Montana 59801

OBJECTIVES

1) To verify whether or not the adult education program is meeting needs of adult population in Missoula.
2) To determine deficient educational areas in adult education program.
3) To analyze any educational discrepancies within the program.
4) To focus particular attention on the needs of the undereducated adult.
5) To promote greater community awareness of and support for adult education in Missoula.

DESCRIPTION

The community was divided into two areas based on socioeconomic makeup. Interviews will be conducted in person using instruments. Samples will be representative of all socioeconomic strata with emphasis on unemployed and low-income populations. A survey of employers will be included.

FUNDING

$9,005 September 18, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Various); Urban Residents; and Adults with Limited English Language Skills

EVALUATION

The needs assessment is to provide information necessary to plan and operate an adult education program responsive to the needs of the community.

TITLE Adult Basic Education Survey E-4

CONTACT Deborah Tasker (603) 742-1030
Interim Director
Dover Adult Learning Center
Dover School District, SAU #11
Dover, New Hampshire 03820

OBJECTIVES

Determine changes in the lives of undereducated adults in New Hampshire after participation in Adult Basic Education programs.

DESCRIPTION

1) Develop a Life Change Scale to measure degree of change experienced by ABE participants.
2) Select urban and rural sites randomly; then select adult participants randomly for interviewing.
3) Conduct interviews and mail questionnaires to determine life changes in areas such as participation in higher education, occupational status, and use of community resources.
4) Summarize data about changes reported by interviewees.
5) Analyze survey results to compare changes among demographic groups.

FUNDING

$1,608 Ends June 30, 1981

TARGET AUDIENCE

Classroom Teachers (ABE); Administrators (ABE Directors); and Counselors (ABE)

PRODUCT

A report on survey results will be made available.

TITLE A Validation System for Assessing
the Effectiveness of Innovative Practices
(in New York)

CONTACT Sy Barasch (202) 833-5486
Project Director
National Association for Public Continuing
and Adult Education
1201 16th Street
Washington, D.C. 20036

OBJECTIVES

1) To examine and collect relevant scholarship on establishing validation criteria.
2) To design a process for validating the effectiveness of innovative projects.
3) To selectively test and refine the process.
4) To assess the effectiveness of innovative practices.

DESCRIPTION

1) Collection of materials and data.
2) Production of a design for evaluating project data.
3) Review of design by directors of adult education and other administrators.
4) Presentation of design at state conference for review and recommendations.
5) Preparation of final product.

FUNDING

$24,592 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Administrators (Directors of Adult Education)

PRODUCT

Final report will include a set of generalized standards and specific measurement instruments which will help innovative and exemplary projects set up viable standards for assessment.

EVALUATION

It is hoped that a continuation grant will be permitted in order to test the design criteria (preliminary criteria attached), and to work with new FY 1982 grant projects in an effort to get them to incorporate assessment criteria at the inception of their projects in order to ensure the availability of measureable data.

TITLE Adult Basic Education Program Assessment E-6

CONTACT Betty R. Brannick (215) 351-7018
ABE Teacher
Division of Adult Education
School District of Philadelphia
Philadelphia, Pennsylvania 19103

OBJECTIVES

1) Assess impact of ABE program on sample of students enrolled in 1977-78 school year.
2) Determine whether as a result of participation in program certain goals had been met, etc.
3) Establish permanent system of evaluation.
4) Develop instrument for achieving future statewide evaluations.

DESCRIPTION

1) Selection of random sample of all students who attended voluntary, day, eight-hour a week classes not associated with any other program.
2) Development of a questionnaire to encompass information required to fulfill objectives.
3) Telephone survey of selected students.

FUNDING

$5,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Hispanic) and Urban Residents

GENERAL EDUCATIONAL DEVELOPMENT

TITLE Project PLATO

CONTACT E.A. Johnson (305) 323-1450
Director, Adult and Continuing Education
Seminole Community College
Sanford, Florida 32771

OBJECTIVES

The project has two major objectives. The first objective is to demonstrate the ability of computer assisted instruction to assist 300 Adult Basic Education students to average one grade level of achievement for each 20 hours of computer assisted instruction. The second major objective of the project is dissemination of the concept and effectiveness of computer assisted instruction.

DESCRIPTION

Utilization of eight computer terminals to determine the maximum educational benefits using computer assisted instruction with basic education students. Planning and instruction were based on input from instructors and student involvement. Content areas were mathematics, English, and reading.

FUNDING

$24,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (GED Students) and Adults with Limited English Language Skills

EVALUATION

Evaluation process was to record the number of different students involved and their actual rate of progress. The DOE consultant monitored the recorded student progress rate.

TITLE Home Study for GED Preparation GED-2

CONTACT Harry Mallard (316) 251-4090
Director
Coffeyville Community College
Coffeyville, Kansas 67337

OBJECTIVES

To provide educational opportunities for those adults who are unable to attend a regular program because of location, transportation, etc.

FUNDING

$8,000 August 1, 1980 - March 31, 1981

TARGET AUDIENCE

Educational Level (Able to Work Unsupervised)

EVALUATION

Adults from 350 communities in Kansas and 30 in other states have responded to our news releases. We can verify approximately a 20% completion rate by state GED records. Enrollment runs about 80 each month.

TITLE Adult Basic Education Mini-Grant #1

CONTACT Ben Bryant
Adult Education Coordinator
Independent School District 625
St. Paul, Minnesota 55102

OBJECTIVES

1) To revise and complete five home study guides for the GED areas of writing skills, science, mathematics, social studies and reading.
2) To have a group of students pilot the guides.
3) To revise the guides on the basis of student evaluations.
4) To publish and make available for purchase the finished products.

DESCRIPTION

The project will be implemented through the agency of students as described in Objectives Two and Three above. The editor will make necessary additions and corrections before the final draft is printed.

FUNDING

$1,337 July 1, 1980 - Feburary 1, 1981

TARGET AUDIENCE

Educational Level (Adults preparing for GED tests) and Classroom Teachers

PRODUCT

The five booklets may be purchased by any adult who has not completed high school and desires to prepare for the GED exam through home study. They can be used as supplementary texts as well as basic study guides. It will be possible to make these books available to other school districts also.

It is expected that each book will cost $3.00. The booklets are ready for testing and should be available by the fall.

EVALUATION

A group of 40 students will read the lessons, answer the questions which accompany each and complete an evaluation on each lesson.

TITLE Off-Site GED Home Study GED-4

CONTACT Jean Rankin (308) 254-5853
Director of Adult Education
Sidney Public Schools
Sidney, Nebraska 69162

OBJECTIVES

The Off-Site GED Preparatory Instructional Project is to provide those individuals with less than a high school education, who live in areas not served by adult education classes, or individuals whose travel is restricted by social or physical conditions, the opportunity to prepare for the GED test.

DESCRIPTION

The project was advertised in magazines and papers that it was felt would reach the rural population. Radio and TV spots were also used to acquaint prospective students with the availability of the program. A pre-test, consisting of five academic areas, as does the GED test, is sent to each student upon his/her request. The procedure for completing the course and an application for the GED test is sent with the pre-test. After the pre-test is returned to the instructor, it is graded and remedial work is prescribed in the areas of study indicated by the pre-test. Once the review material is completed and evaluated, the student is recommended to take that section of the GED test or to do additional study, depending upon the quality of the completed work.

FUNDING

$6,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (9-12) and Rural Residents

PRODUCT

English and math curricula have been developed and a pool of instructional materials (both teacher-made and commercial) have been collected. This summer the curricular materials will be updated to correspond to recently published books and printed materials. A variety of exercises for problem-solving will be available after July 10, 1981.

EVALUATION

Each student is given a form to be completed when he finished the GED test. The test scores compare closely to the scores made by the individual on the pre-tests. The range of scores is similar to those scores made at the local testing center.

Currently, 126 students are enrolled in the program; 38 pre-tests are out to students, and over 70 students have completed the program since May 1980. The test scores compare closely to those made by the student on pre-tests, and to those GED test scores made by students at the local testing center.

TITLE Fresh Start GED-5

CONTACT Polly Shamy (603) 542-4719
Director
Claremont, New Hampshire School District
Claremont, New Hamsphire 03743

OBJECTIVES

Utilization of local daily newspaper as an instructional approach for GED test preparation.

DESCRIPTION

This project was based on the original concept of newspaper instruction developed by the DeKalb, Georgia, Adult General Education Program. The daily paper in Claremont, New Hampshire ran a series of 12 mini-lessons/exams on GED subjects. Assistance was available by telephone, through classroom instruction, or by tutoring to persons wishing to verify answers to the exams or study in a classroom or home setting. Study materials were available at no cost to adults who wished to study on their own.

FUNDING

$2,850 Ends June 30, 1981

TARGET AUDIENCE

Undereducated Adults in the Sullivan County Area

PRODUCT

The original 12 mini-lessons/exams printed in Georgia are available. A five-page report of the project is available from the Office of Adult Basic Education, New Hampshire Department of Education, 64 North Main Street, Concord, New Hampshire 03301.

EVALUATION

The project was evaluated by the New Hampshire Adult Basic Education Office.

TITLE Correspondence Course GED-6
(for New Hampshire Adults)

CONTACT Gail Dowling (802) 456-8837
Director
Vermont Institute for Self Reliance, Inc.
East Calais, Vermont 05650

OBJECTIVES

The provide instructional services through the mail to adults interested in improving reading/math skills and studying for the GED tests.

DESCRIPTION

The project is designed to provide a third alternative route to Adult Basic Education for New Hampshire adults. It will be particularly helpful for those adults who live in rural areas of the state and do not have access to an adult education center or to a tutor from the adult tutorial program.

FUNDING

$5,000 Ends June 30, 1981

TARGET AUDIENCE

Undereducated New Hampshire adults who cannot participate in Adult Basic Education classes or work with volunteer tutors.

PRODUCT

A wide variety of materials have been locally developed over the nine years that the program has operated in Vermont.

EVALUATION

Feedback from New Hampshire participants in the system.

TITLE GED Parent-Workshop: A Partnership with Human Services Organizations

CONTACT Shirley P. Brown (215) 545-7785
Teacher
Division of Adult Education
School District of Philadelphia
Philadelphia, Pennsylvania 19107

OBJECTIVES

1) To develop and implement a GED/Parent Workshop linkage/outreach program in cooperation with human service organizations in the Philadelphia community.
2) To provide a GED class tailored to the needs of young parents who need added support in reaching their educational goals.
3) To increase employability of young parents.
4) To encourage fathers of the babies to participate.

DESCRIPTION

1) The staff of Comprehensive Services for School-Age Parents referred many young parents as did other human service organizations such as Catholic Social Services, Booth Maternity Center, pediatric clinics, and counselors from the School District of Philadelphia.
2) The GED class uses the SCAT test for placement purposes, English and math texts, GED reading books, and practice tests.
3) The GED class has produced nine graduates to date, and they have been referred to training and/or job readiness programs.
4) Parenting education workshops are provided by both Hahnemann Hospital and Medical College of Pennsylvania.

FUNDING

$16,427 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Urban Residents; Classroom Teachers; Paraprofessionals; Women; and Social Workers

EVALUATION

1) A student record from was developed to reflect source of referral, need for human services, delivery of services and progress in the GED class.
2) Participants will complete an exit questionnaire at completion of program.
3) A summary of program completion and number of successful GED candidates will be prepared at the completion of the program.

TITLE Correspondence Study

CONTACT Gail Dowling (802) 456-8837
Vermont Institute for Self-Reliance
North Calais, Vermont 05650

OBJECTIVES

To provide individualized and interest-oriented correspondence preparation for the GED test.

DESCRIPTION

1) Instruction is intended for advanced intermediate level students; those who are able to study independently. Supplemental help is occasionally provided by a paid or volunteer home tutor either by phone or in person.
2) An interest survey, reading and math pre-test, as well as a 100-200 word self-introduction helps to determine the appropriateness of correspondence study and the instructional materials to be used.
3) All materials have been tailored to meet the needs and expressed interests of adults. As many of the students who study through correspondence are reluctant readers, the premise has been made that "relevant" readings from newspapers, magazines, and pamphlets will retain attention as well as influence a student to read more on his/her own. Each reading lesson checks the student's understanding of ideas and remembering of information; the more difficult lessons include comprehension checks and exercises in making inferences, logical thinking, and critical thinking. Each lesson also provides vocabulary development; most lessons have practical application exercises using the knowledge acquired in reading (mending a cracked wall, raising Christmas trees; math).
4) There are two broad levels of materials: intermediate (approximately fifth and sixth grade) and advanced (approximately seventh through ninth grade).
5) If it is found, in examining a student's work, that he/she is having difficulty with a particular skill, enrichment activities are provided until his/her attainment of that skill is assured.
6) In math, a student basically works from a book which presents each skill sequentially. Because a student learns how to write by writing, each student is assigned a short writing for each lesson.
7) At this point, a student can either take the test immediately, take a GED practice test, or work in books which simulate the GED, giving him/her more confidence.

FUNDING

$27,835 (Vermont) July 1, 1980 - June 30, 1982
$1,000 (New Hampshire)

TARGET AUDIENCE

Educational Level (Advanced-Intermediate Level); Rural Residents; and Institutionalized (Correctional)

PRODUCT

1) Over 1100 individual lessons are coded and indexed according to level, skill and content area. A sectioned notebook containing single copies of all materials is made available to all staff, volunteers and student free of charge. Single copies of new materials may easily be added to the notebook and are sent out as they are developed. In addition, a complete index to all materials is also available.

HIGH SCHOOL DIPLOMA

TITLE External High School Diploma Program H-1

CONTACT Lyngrid Smith Rawlings (202) 673-7356/60
Director
External High School Diploma Program
Armstrong Adult Education Center
Washington, D.C. 20001

OBJECTIVES

1) To field test validity of life skills assessment tasks.
2) To develop the assessment tasks for the vocational/technical areas.
3) To field test the validity and reliability of vocational competencies.
4) To obtain Board of Education's permission to pilot the program in Washington, D.C.

DESCRIPTION

To date this program has been primarily developmental, using local and national information for researching and field testing materials and concepts. In-service training has been an integral part of the programmatic thrust. Many community linkages have been established to insure that protential candidates utilize the community as viable to promote the program's concept and resource.

FUNDING

$33,887 October 1, 1980 - September 30, 1981
(Continuation to September 1982)

TARGET AUDIENCE

Urban Residents (Self-Directed Adults)

PRODUCT

Some of the products which have been developed include life skills assessment tasks, an assessor's handbook of acceptable responses and five year life/career action plan. One of the practices we developed was the establishment of a Life Skills Learning Lab which will serve as an assessment center for External High School candidates and serve as a resource room for self-directed learning for Adult Basic Education/GED students. Self-directed adults seem to profit most from life experience/ vocational skills assessment programs.

EVALUATION

For the initial screening this program uses two commercially developed instruments, the one hundred (100) item Adult Performance Level Assessment and the Harrington O'Shea Career Decision Making. All other essential instruments were locally developed. Some of these instruments include: a) Literary Self Portrait which is used in the initial screening process; b) the Life Skills Assessment items which are used for the assessment phase of this program; c) the individualized career/vocational exit tasks; and d) the Five Year Life/Career Action Plan which assesses the application of the knowledge learned.

In the development of these instruments the theories and practices of the applicant performing assessment were used. After we move into the implementation phase we will be able to report on the degree of effectiveness of each item.

TITLE Project ECO (External Credit Option)

CONTACT Ervin T. MacDonald (207) 532-6554
Director, Adult Education
Maine School Administrative District #29
Houlton, Maine 04730

OBJECTIVES

1) To inform adult education personnel of the nature of external diploma programs and to provide a research basis through the purchase of a materials resource center.
2) To select a group of adult educators to define and model an external diploma program tailored to the needs of Maine adults.
3) To submit in document form a working mdoel of an external diploma program for the state of Maine.
4) To determine the extent to which Project ECO fits within the system design of public school and community adult education in Maine.
5) To recommend the extent to which the project shall continue for 1981-82 and to submit a Project 310 application for pilot site delivery.

DESCRIPTION

1) Name and gather a planning committee to review, select and purchase related material.
2) Disseminate task information through frequent publications in our staff development and MAPSAE newsletters.
3) Utilize program review personnel and University of Southern Maine staff development personnel to spread the concept.
4) Allocate discussion time at statewide directors' meetings, MAPSAE Executive Committee and Steering Committee meetings.
5) Schedule an intensive one-week workshop in February 1981, to design a model for an external option.

FUNDING

$2,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (7-12) and Rural Residents

PRODUCT

Project ECO model details background rationale and philosophy of the committee's approach. Also stated in the model are the following items: statement of need, program objectives, program design, pilot site criteria and selection, application procedure, and recordkeeping attachments.

Assessment and testing will rely heavily on basic skill diagnostic and achievement instruments developed by the California Test Bureau.

Student intake/instruction will revolve around the writing of an Individual Educational Plan and a written contractual agreement to detail the ingredients of the IEP.

Available February 1981 is Project ECO "External Credit Option" Model. Contact: Ervin T. MacDonald, Director of Adult Education, MSAD #29, Box 190, Houlton, Maine 04730. Cost is a $2.00 charge for postage and handling.

EVALUATION

Since the project was organizational in nature, the effectiveness of the project rests with the field's responses to the content of the Project ECO model. In particular, the model's applicability to their respective geographic area and the extent to which the credit awarding process provides both outreach and quality control.

To this objective, the following activities have either been implemented or proposed in connection with Project Objectives #4 and 5.

1) Selection of a review committee by the Division of Adult and Community Education composed of representation from the division, Staff Development Project, Maine Association for Public School Adult Education, local educational agencies, and the State Advisory Committee.
2) Statewide distribution of the External Credit Option model for review and group discussion.
3) Presentations by organizational committee members at varied sites across the state of Maine.
4) Distribution to all programs a summary through the Division of Adult and Community Education.
5) Formal submission of written recommendations by the review committee detailing the organizational committee's task completion and adoption recommendations for 1981-82.

TITLE Maryland Adult External
High School Diploma Program

CONTACT Georgie Guevara (301) 749-8206
Project Director
Wor-Wic Tech Community College
Salisbury, Maryland 21801

OBJECTIVES

1) To establish and direct the activity of a regional center for the implementation of an adult external high school diploma for the tri-country area of Worcester, Wicomico, and Somerset Counties.
2) To effectively communicate to the regional public the existence of the center and ways it may service their needs.
3) To graduate 20 clients by the end.of the year and serve 100 clients.

DESCRIPTION

Employ and train staff; establish site, develop and disseminate publicity materials and promote program; conduct awareness sessions; serve clients; determine need for additional developmental task analysis; follow-up program completers; prepare final report.

FUNDING

$49,678 June 30, 1980 - July 1, 1981

TARGET AUDIENCE

Educational Level (Secondary)

EVALUATION

Objectives:

1) Record of activities to establish site as reported in quarterly and annual report.
2) Production of promotional materials; records of awareness sessions conducted and talks given to the public; completed data inquiry forms.
3) Completed program forms (diagnostic and assessment); records of program completions.

TITLE Maryland Adult External
High School Diploma Program

H-4

CONTACT Mary Pat Justice
Project Manager
Baltimore City Public Schools
Baltimore, Maryland 21223

(301) 396-0641

OBJECTIVES

1) To operate an External High School Diploma to enable adults, 18 and over in Baltimore City and surrounding counties to earn a high school diploma.
2) To expand the program so as to serve a greater number of people by acquiring funding from business, industrial, public and private agencies.
3) To measure the effectiveness of the External Diploma Program and staff.

DESCRIPTION

1) Conduct information sessions, administer and interpret diagnostic instruments, evaluate generalized competencies of candidates as demonstrated by performance tasks.
2) Identify potential sources of funding, initiate meetings and follow-up, meet with legislators to obtain support and commitment to the program.
3) Administer day-by-day operation, prepare quarterly reports, complete self-evaluation, analyze collected data.

FUNDING

$69,953 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Secondary)

EVALUATION

Objectives:

1) Completed data inquiry form; completed program forms (diagnostic and assessment); and letters to graduates, records of reports.
2) List of sources contacted and analysis of results of agency meetings.
3) Completed evaluation instruments on file; minutes, logs, reports on file; and recommendations on file.

TITLE Maryland Adult External
High School Diploma Program

CONTACT Wanda Pingitore (301) 645-8506
Project Director
Charles County Public Schools
Waldorf, Maryland 21601

OBJECTIVES

1) To continue administration of a regional external adult high school diploma program in southern Maryland.
2) To expand staff efficiency.
3) To expand network of key organizations.
4) To explore the establishment of a satellite site.

DESCRIPTION

1) Conduct information sessions.
2) Assess clients.
3) Recommend completers for graduation to MSDE.
4) Conduct inservice and staff meetings.
5) Meet with advisory committee.
6) Create and conduct a multi-media program.
7) Establish criteria and explore feasibility of a satellite site.

FUNDING

$85,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Secondary)

EVALUATION

Objectives:

1) Analysis of statistical and demographic data.
2) Client feedback, increase in clients served, portfolio evaluation, peer and supervisory evaluation.
3) Data on program inquiry forms, documentation of cross-referral, length of client waiting list.
4) Documentation of activities.

TITLE Competency-based Curriculum Model--
Adult Diploma Project

CONTACT Greta Ploetz 631-9301
Coordinator, Adult Special Programs
Mounds View Community Education
New Brighton, Minnesota 55112

OBJECTIVES

1) To significantly increase the number of people who can achieve a high school diploma in a time frame consistent with adult needs and in a setting which gives credit for learning gained through specified life experiences.
2) To assist adults in improving their basic skills and functional competencies to meet present and future needs.

DESCRIPTION

The ADVANCE process includes the following key components:

1) Student orientation to program.
2) Consultations with diploma consultant and teacher to develop personal learning plan (set goals, review prior learning experiences).
3) Instruction and Assessment. Individualized instruction in nine district-required courses, including basic and life skills, is available. Curriculum is competency-based and adult-oriented. Measurement is provided in basic and life skill areas with comptency tests developed by project staff and with APL tests. The methodology assessing experiential learning has been adapted from the Council on Assessing Experiential Learning (CAEL). A definite process of determining prior learning, developing competency statements, demonstrating the competency and evaluating proficiency is used in ADVANCE.

Major activites which have been carried out this year include curriculum revision, refinement of the assessment process--both in the instructional and experiential learning phases--and implementation of various public relations efforts to strengthen community support.

FUNDING

$2,496 July 1, 1980 - August 31, 1981

TARGET AUDIENCE

Educational Level (Secondary Level)

PRODUCT

Products/practices for this project are completed. We anticipate sharing the project's process and products with other adult education programs during 1981-82. In implementing this dissemination, we would develop a manual which describes the project's philosophy, objective, process, methodology, etc. This manual would be given to interested programs.

Available: a) ADVANCE Curriculum (competency-based curriculum in nine required course areass); b) ADVANCE Assessment Process (describes philosophy, process, methodology of assessing competencies and experiential learning); c) Mastery Tests in reading comprehension and mathematics; and d) project forms and guidelines. The Evaluation Report will be completed by June 30, 1981.

EVALUATION

Evaluation of the ADVANCE Project is nearing completion at this time. Dr. James Deegan, Associate Director of Research at Metro State University has conducted this evaluation for the State department of Education and the Mounds View School District. The two-fold focus of this evaluation was to determine: a) the impact of the ADVANCE program on the students that received a diploma through participation in the project; and b) the cost effectiveness (of the project) to enable informed judgments to be made concerning the desirability of the ADVANCE project for dissemination and its potential for cost effective replication.

Dr. Deegan has interviewed the graduates for 1979-80 and from July 1, 1980 to March 1981. He has also interviewed a sample of program drop-outs, GED graduates, all staff persons, project evaluators, and school district personnel.

TITLE The External Diploma Program H-7

CONTACT Susan Mielke (406) 721-1330
Consultant
Missoula Vocational Technical Center
Missoula, Montana 59801

OBJECTIVES

To provide adults with an assessment and credentialing process that is an alternative to traditional programs such as the General Education Development testing program.

DESCRIPTION

1) Evaluate individuals to determine skills levels, diagnose deficiencies, prescribe remediation learning activities to achieve secondary education credential.
2) Training sessions on-site and in New York (Syracuse Research Corporation).
3) This new process to be linked with already existent programs of adult basic and adult secondary education.

FUNDING

$10,996 September 18, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Less than 12th Grade Level)

EVALUATION

In general, the success of the project is measurable in the enrollment, achievement and successful termination of the enrollees. Instruments used by SRC to be field tested and adapted as appropriate on up to 40 enrollees in Missoula and Helena, Montana.

TITLE APL Project

CONTACT Ed Virant (308) 382-4467
Project Director
Grand Island Public Schools
Grand Island, Nebraska 68801

OBJECTIVES

The project intends to:

1) Modify existing APL (Adult Performance Level competency-based high school diploma program) materials to meet the specific needs of the Grand Island community.
2) Incorporate the materials into the GED preparation program.
3) Develop a model for an alternative high school diploma program which can be offered to adults in lieu of the GED.

DESCRIPTION

1) The project staff reviewed existing national competency-based diploma programs and state-developed curriculum materials. A list of objectives was developed and refined to correspond with the five areas of the APL (Occupational Knowledge, Community Resources, Consumer Economics, Government and Law, and Health). Specific tasks which involved multiple learning methods were designed to aid the learner in attaining the objectives. The staff then developed a resource list which included all known school district curricular material and community resources which would aid the learner in meeting the competencies. Print materials included commercially produced competency-based curriculum as well as locally developed individualized learning packets. A complete curriculum outline was then developed which listed the objective, subobjectives, learning tasks, and resource materials for all five competency areas.
2) Areas of deficiency are assessed by utilizing ACT assessment materials designed specifically for the APL. All GED program students are administered the APL Assessment Tests as part of their study program. APL study materials are then utilized as the student progresses through their GED preparation with specific emphasis placed on those areas which were indicated as deficient. The use of multiple learning resources including active community involvement allows the student and the teacher a variety of methods in pursuing the competencies. This plus the fact that APL stresses practical living skills helps maintain student interest, increases retention, and improves the chances of GED attainment.

FUNDING

$30,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (All)

PRODUCT

By the end of this project year a complete competency-based curriculum will be developed and be incorporated into the GED study program. This curriculum will become a model for a competency-based high school diploma program which will be available as a viable alternative to the four year high school program and the GED. In addition, a process which includes assessment, skill attainment, and completion of a culminating project will be developed as a model delivery system. The emphasis on practical life tasks makes the APL a viable and relevant alternative learning program for the person who was unable to complete a traditional high school diploma program.

Since the curriculum is developed to meet the specific needs of residents of this mid-Nebraska area, copies will not be developed for general sale. However, the list of objectives and specific questions regarding the curriculum and its delivery is available at no cost.

EVALUATION

The American College Testing Program has developed assessment instruments which we utilize for screening and specific area diagnosis. These tools provide us with pre- and post-test assessment. The results of these post-tests provide an evaluation of how well the resource materials and tasks alleviated the deficient areas. In addition to formal assessment instruments, the staff maintains notes as the student completes the packets. This information is utilized to modify and update resource materials as other students begin the process.

TITLE Life Roles Curriculum Development H-9

CONTACT Robert F. Schambier (603) 889-5400, ext. 71
Director of Adult Education
Nashua School District #42
Nashua, New Hampshire 03062

OBJECTIVES

1) To identify specific skills which adults should master in an adult high school.
2) To develop a curriculum responsive to the following adult life roles: consumer, family member, citizen, learner, worker, leisure time user, and mature adult.
3) To coordinate instruction in the Nashua Evening High School, especially in the core disciplines of English, math, social studeies, and science.

DESCRIPTION

1) A task force has reviewed a body of current literature on adult learning and adult needs. Out of this came the underlying theory that adulthood is not a psychological plateau but a dynamic period consisting of various growth stages.
2) The task force subsequently chose a curriculum development format that is a) simple to use, b) appliable on a statewide basis, and c) responsive to adult growth stages.

FUNDING

$1,785 Ends June 1981

PRODUCT

The projected handbook will be used as a curriculum guide in the Nashua Evening High School Program. It will also be submitted to the State ABE Office for review. If this office determinmes that the handbook has statewide merit, it may distribute the handbook as part of its staff development activities.

EVALUATION

The Life Roles Curriculm Development Project is currently being developed, with an anticipated completion date of May 1981.

The task force will remain open to any suggestions from the State ABE Office once the handbook is reviewed.

TITLE New York State External High School Diploma Program

H-10

CONTACT Ilene V. Clinton (518) 271-2400
Coordinator, Continuing Education
Rensselaer-Columbia-Green Counties BOCES
Troy, New York 12180

OBJECTIVES

By June 30, 1981, there will be 80 successful graduates of the New York State External High School Diploma Program. Each graduate will receive a local high school diploma.

DESCRIPTION

1) A competency-based assessment approach is used. Each candidate must demonstrate competency in 64 areas. There are two parts to the program--advising and assessing. Standardized materials produced by the Regional Learning Center in Syracuse are used in the program.
2) The Student Referral Form is used when an applicant is referred to the Adult Basic Education (ABE) program to learn. It is also used when a student is referred from the ABE program to the External Diploma Program.

FUNDING

$40,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Oriental, Hispanic); Older Adults; Educational Level (Seventh grade +); Immigrants; and Women

PRODUCT

A brochure and poster have been developed and are distributed throughout the service area. The assessment program best meets the needs of adults between 21 and 50 years of age who have had previous work experiences or have developed marketable skills.

EVALUATION

1) A "Graduate Questionnaire" is sent to each graduate six months after completing the program. The Regional Learning Service distributes the questionnaire and collects, tabulates and analyzes the data.
2) As of March 31, 1981, there were 66 graduates.
3) In March 1981, the External Diploma Program was evaluated by a representative of the Syracuse Research Corporation.

TITLE New York State External High School Diploma Program H-11

CONTACT Kathleen Porter (315) 425-5263
Director
Syracuse Research Corporation
Syracuse, New York 13203

OBJECTIVES

1) Implementation of an adult competency-based diploma program.
2) Training of staff for field test sites.
3) Operation of a field test site.
4) Development and refinement of diagnostic and assessment materials.
5) Development and refinement of training materials.
6) Evaluation of field test sites and data collection.
7) Technical assistance to all EDP sites.
8) Follow-up study of graduates.

DESCRIPTION

The primary programmatic emphasis is the awarding of a high school credential through an external competency-based program. Assessment materials are in the APL mode, with an emphasis on life-coping skills.

1) Assessment of 64 Generalized Competencies.
2) Assessment of an Individualized Competency.
3) Awarding of a regular high school diploma by a local school board.

FUNDING

$90,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Non-credentialed)

PRODUCT

This project has developed a complete diagnostic, assessment, and evaluation system of adult competencies which are contained in a series of program manuals. Of the diagnostic instruments in use, two are available commercially; five were developed by the Syracuse Research Corporation. There are two complete sets of assessment materials to measure and evaluate the 64 Generalized Competencies. There are 91 assessment instruments to measure and evaluate the Individualized Competency. This project has a complete training and staff development program which uses pre- and on-site workshop modules, videotapes, and training and in-service exercises.

EVALUATION

1) The method of determining program impact on clients is the distribution of a graduate questionnaire, which contains both closed and open questions about the client's participation in the program and post-graduate achievements.
2) A measure of the effectiveness of the project can be seen in the high success rate of EDP graduates who participated in a field test of the Regents Competency Tests.
3) Information gathered about performance and practices during an evaluation visit to field test sites is shared with staff members at each field test site during a group meeting and is contained in a site evaluation report.

TITLE New York State External Diploma Program H-12

CONTACT Robert A. Pauline (914) 941-7700
Assistant Superintendent-Instruction
Ossining Public Schools
Ossining, New York 10562

OBJECTIVES

The objectives of this project have been to provide for and increase the number of alternative means by which adults could obtain their high school diploma through a field test model of the New York State External High School Diploma Program. Its aim has been to reduce the number of non-high school graduates in the greater Ossining area.

DESCRIPTION

The approach to implementing this project was developed by the Syracuse Research Corporation. The corporation developed a new mode of identifying and assessing adult competencies that would enable adults to demonstrate skills for which a high school diploma could be awarded.

The assessment systems consists of a series of tasks or sets of instructions that require a candidate to do something, such as collect information for a consumer purchase, evaluate a resource in the community, or solve a problem common to adult life. These tasks may be done at home, or they may be completed in an environment that is monitored by an assessment specialist.

FUNDING

$40,000 August 16, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (High School Dropouts)

PRODUCT

The Syracuse Research Corporation was responsible for the development of handbooks, instructional materials, and so forth. The Syracuse Research Corporation developed a generalized assessment competency manual, which was used to assess the competencies of the participants, which were used to determine their eligibility for an external high school diploma.

EVALUATION

The evaluation of this project was based on the completion of the initial project objectives. The Syracuse Research Corporation was also responsible for evaluating this project.

TITLE New York State External High School Diploma Program H-13

CONTACT Alice Frier (516) 328-4809
Advisor/Assessor
Sewanhaka Central High School District
Elmont, New York 11003

OBJECTIVES

The primary objective of this program is to increase the number of alternatives available in New York State to adults who are at least 18 years or older, out of school, and lacking a high school diploma. This grant period was to serve as a field test of the Syracuse model, with a goal of graduating 130 adults by June 30, 1980, at a cost effective rate of $300 per graduate. Subsequently, with the grant reduced to $40,000 for FY80-81, the goal was reduced to 85 graduates.

DESCRIPTION

The Syracuse model serves as the vehicle for the credentialing of adults through a unique, competency-based evluation process. The procedure includes a preparatory diagnostic phase and an assessment phase. The model provides opportunities for adults to overcome deficiencies, to be reassessed, and ultimately, to earn a high school diploma which certifies their mastery of the essentials of a high school education.

FUNDING

$40,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black, Hispanic); Handicapped (Physically); and Urban Residents

PRODUCT

The Syracuse Research Foundation (SRC), serves as the research and development arm of this project. Demographic data related to program participants is continuously being collected and analyzed by SRC. In addition, current materials are continuously refined and new materials developed and field tested. New materials to be used in the assessment phase of the program are designed to provide a context for the assessment of competencies which program participants must demonstrate that they possess. In addition to these materials, occupational skills checklists have been developed.

EVALUATION

As a competency-based educational innovation, the model offers a practical and realistic alternative for the credentialing of adults lacking a high school diploma. Both the competencies selected and the context in which they are examined are related to real life experience. Conceptually, the model is based on individualization.

The diagnostic phase, with its built-in learning contingency, i.e., highly specific learning recommendations, free tutorial service, and numerous opportunities for demonstration of skills previously not demonstrated, promotes maximum success for each individual. Additionally, since the competencies identified in the diagnostic phase reflect the skills required in the assessment phase, diagnosis serves as preparation for assessment, thereby again insuring a high degree of success. Another facet of the model resulting in a high success rate is the availability of more than one opportunity to demonstrate competencies in the assessment phase, i.e., post-task assessments.

TITLE AHSD Course Packet Revision H-14

CONTACT Don Laws (503) 382-6112, ext. 372
Director, Community Education
Central Oregon Community College
Bend, Oregon 97701

OBJECTIVES

1) Secure and select new instructional materials for citizenship, career education, and U.S. history courses.
2) Design new, or revise existing packets as needed.

DESCRIPTION

1) Review outside programs and publishers for review of literature on above.
2) Review materials on above, and select according to 10th-12th grade reading levels and/or needs of the course.
3) Review course instructions for student, teacher, and administration.
4) Rewrite material as required.
5) Select new materials according to state standards for curriculum.
6) Write new course and/or rewrite existing ones with the goals of the above (items 1-5).

FUNDING

$1,198 June 1980 - June 1981

TARGET AUDIENCE

Any student needing these courses for credit towards a high school diploma.

PRODUCT

Packets developed were: U.S. History I & II, Career Education, Writing I, and Goverment (new state standard--replaces Citizenship requirement). These courses of study/packets/instructional material are all available at this point for student use. They all meet current state standards.

TITLE TVCC External High School Diploma H-15

CONTACT Dale Haynes (503) 889-6493
Director, Developmental Education
Treasure Valley Community College
Ontario, Oregon 97914

OBJECTIVES

1) Pilot test the External High School Diploma program developed by Oregon State University.
2) Provide feedback on revisions needed in the materials.
3) Provide feedback on processes and procedures that work.

DESCRIPTION

Under the guidance of instructor/assessors, students work through four learning opportunities: work, travel, daily life, and self awareness. Successful completion on all activities results in a high school diploma for the candidate. Judy Haynes, primary developer of the materials, has provided in-service for the staff and will return in June to get feedback from us on needed revisions. Funds were used to pay two part-time teacher/assessors.

FUNDING

$7,000 September 1980 - June 1981

TARGET AUDIENCE

Educational Level (Less than High School); Rural Residents; Classroom Teachers/Assessors; Administrators; and Paraprofessionals

PRODUCT

No new materials were developed by this project since it is a pilot test of existing materials developed at Oregon State University under a 310 grant.

A report comparing these students with students in the regular high school program will be available from Dale Haynes, Director, in June at no cost. Program staff will be available to make presentations at conferences for travel costs. Other information or presentations for in-service will be negotiated separately.

EVALUATION

Since this is a pilot test of curriculum materials, its effectiveness is primarily its usefulness to OSU in terms of needed changes in materials. Another outcome will be to see if our experience with the program encourages other Oregon community colleges to adopt the model.

At our school the program has shown popularity with middle-aged women, displaced homemakers and women returning to the work force. It works well in an open learning center situation.

The cost effectiveness of the program is an issue we will deal with as we have more history on the program.

TITLE Secondary Adult Program

CONTACT Yvonne J. Jones (215) 299-7776
Supervisor
Philadelphia School District
Affective Education Division
Adult Education Division
Philadelphia, Pennsylvania 19103

OBJECTIVES

The main objectives of the project are:

1) To successfully establish a network of secondary schools that will provide local community adults with the opportunity to attend ongoing secondary classes.
2) To create and disseminate descriptions of the above model so that other school districts can implement the program.

DESCRIPTION

The methodology includes the following activities:

1) Adult Students--Recruitment, retention and reward. Adults have four all day seminars at one of the eight sites. Seminars are experiential and skill specific.
2) Teachers--At least three on-site school meetings and several cross school activities to share and disseminate information.
3) Coordinators--One meeting a month for up-dating and problem solving.
4) Principles--Bimonthly meetings to access progress and plan.

The training methods used in the workshop have the following format: warm-up; stating of objectives, overview, specific activity, rationale, practical application, a plan of action and feedback. One innovative method utilized in the program was the formation of a three phase "buddy system" or support network. Adults in th Secondary Adult Program were encouraged to have a) an adult buddy from the same school; b) a regular student as a buddy; and c) an adult student from another site as a buddy. This support was very effective for those students who took advantage of it.

FUNDING

$34,277 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black/Women); Older Adults; Educational Level (Working on High School Diploma); and Urban Residents

PRODUCT

1) A descriptive narrative about the program is being developed and will be available in September 1981.
2) A packet of designs for the program will be developed during the summer.
3) The evaluation data will be summarized and put in a report over the summer. All material will be available through the Affective Education Program, Philadelphia School System, 21st and the Parkway, Philadelphia, Pennsylvania 19103.

EVALUATION

Aspects of the evaluation are being summarized as attendance data, grades, etc. 43 adults graduated from the project.

TITLE Competency-Based Education
Adult Diploma Assessment System

H-17

CONTACT William Ririe (213) 625-6085
Project Director
Los Angeles Unified School District
Division of Career and Continuing Education
Los Angeles, California 90017

OBJECTIVES

1) Establish and maintain a volunteer item review panel to screen life skills test items.
2) Reproduce item tryout materials and prototype tests: 1800 items, 6 tests (minimums).
3) Have 2 item tryout field tests of L.A. material plus 8,000 students for CASAS testing.
4) Participate in CASAS Consortium activities.
5) Participate in workshops, inservices.
6) Explore and encourage linkage with other adult educational components.
7) Develop a process model and include in the Final Report.
8) Share all products and processes developed with CASAS Consortium.
9) Distribute set of all 44 Competency Achievement Packets (CAPs).
10) Write, prepare, reproduce and distribute a Teacher's Manual to be used with CAPs.

DESCRIPTION

The 1980-81 Final Report Process Model describes the project methodology in detail.

FUNDING

$94,839.85 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Adult high school completion programs, Classroom Teachers and Paraprofessionals.

PRODUCT

300 copies of the Final Report and Process Model including the Informational Handbook will be distributed statewide and nationally. An additional 300 copies of the Informational Handbook under separate cover will also be distributed. Complete sets of the 12 Life Skills test forms, answer sheets, answer keys, 230 Life Skills Objectives booklet, and the Cross-Reference Directory have been distributed to more than 24 school districts in the state of California. Masters of all test forms, answer sheets, answer keys, the complete Item Bank of over 2200 items and statistical information, the Competency Achievement Pack (CAP) Teacher's Manual, the 230 Life Skills Objectives and the Cross-Reference Directory were given to the California State Department of Education, Adult Field Services for their use in reproducing any of the products developed by the project.

EVALUATION

Evaluation Process is described in the Information Handbook.

LEARNING DISABLED

TITLE Adult Basic Education LD-1

CONTACT Larry F. Lewis (205) 872-8422
Administrator
West Central Alabama Rehabilitation Center
Selma, Alabama 36701

OBJECTIVES

1) To review the ABE curriculum based upon APL objectives for the clients at WCARC. To be implemented with sixty clients.
2) To teach from APL instructional modules and evaluate the outcome of those participating. This will be a pre- and post-evaluation to determine actual progress.
3) To visit four of the six centers and conduct an in-service training on the ABE/APL curriculum.
4) To maintain the ABE program at WCARC at 30 hours per week.

DESCRIPTION

1) ABE teacher and center diretor with the staff advisory committee have examined the overall curriculum throughout the center in view of APL objectives. The previously developed ABE/APL curriculum has been implemented into the curriculum.
2) A volunteer is currently being used in the teaching of the APL modules. The role of leadership has been assumed by the ABE teacher in the evaluation program measuring the usefulness of each module and its benefit to the clients.
3) Contact has been made with the comprehensive rehabilitation centers requesting an in-service time concerning the ABE/APL curriculum.
4) The program has been maintained at WCARC at 30 hours per week. A total of 73 clients have received services through this program. (October 1980 - March 1981.)

FUNDING

$14,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mental, Physical & Emotional); Older Adults; Educational Level (Retarded-College Graduates); Rural Residents; Urban Residents; and Institutionalized (Health)

PRODUCT

A comprehensive ABE/APL Curriculum Guide with 87 teaching modules has been compiled and is available through West Central Alabama Rehabilitation Center, P.O. Box 1347, Selma, Alabama 36701. A copy is also on file at the State Department of Education, Continuing and Adult Education, Montgomery, Alabama 36130. A mid-year report with samples of evaluation sheets has also been sent to the State Department of Education.

EVALUATION

The evaluation will be both internal and external.

1) Internal evaluation will include: a) a final product of an APL based curriculum for ABE in a rehab center; b) APL modules (a minimum of one for each objective in five general knowledge areas) to implement curriculum; c) evaluation instruments to accompany the APL curriculum and each module to determine the progress of each client; d) a preand post-evaluation by the center's evaluator to determine progress of each client; e) number of low level learners participating; and f) level of functioning of volunteer as evaluated by teacher and administrator.
2) External evaluation will include: a) responses of other rehabilitation centers upon examination of curriculum and sample modules; and b) results of in-service training sessions planned for the other centers to describe the program and its benefit to their centers.

TITLE · Pilot Project in Adult Basic Education for Persons with Disabilities LD-2

CONTACT Carolyn Ehringhaus (907) 479-4274
Coordinator
Adult Learning Programs of Alaska, Inc.
Fairbanks, Alaska 99707

OBJECTIVES

1) To increase reading comprehension, writing, and computational skills.
2) To increase independent living skills.
3) To increase employability level.
4) To develop the social skills of handicapped students and to increase interaction within the community.
5) To increase the access of handicaped students to other agencies and services.
6) To facilitate interagency cooperation and communication.
7) To upgrade Adult Learning Center's diagnostic capabilities.

DESCRIPTION

1) Providing individual and small group instruction, both at the Adult Learning Center and at specified outreach locations.
2) Assisting students to develop appropriate reading vocabularies for banking, nutrition, cooking, shopping, and job seeking; assisting students in attaining appropriate math skills for shopping, budgeting, and banking; and helping students become aware of local resources.
3) Offering vocational counseling; offering assistance in resume writing; and assisting student to develop realistic employment goals.
4) Providing interest workshops.
5) Acting as a clearinghouse for information on other agencies and serives; and providing client referral and advocacy services.
6) Publishing an interagency newsletter for special projects; ongoing communication concerning referral student's progress; and participating in International Year of the Disabled Person Fairbank's committee.
7) Attending appropriate staff development workshops or conferences on diagnosis of reading difficulties and learning disabilities.

FUNDING

$62,500 November 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped; Urban Residents; Institutionalized (Health)

PRODUCT

1) A photo-ethnographic brochure will be produced. Student photographs and student comments (based on transcripts from interviews) will describe the program. The brochure will be disseminated locally to recruit students. It will also be submitted to the International Year of Disabled Persons local and national committees to be used for public sensitization to the educational needs of disabled persons.
2) An adult-appropriate low reading level book is now being written. Photographs will be used to aid story comprehension. Content will focus on a student who has Multiple Schlerosis. The book will be printed and distributed by the Anchorage Literacy Laboratory.

EVALUATION

Evaluation of student hours, student progress charts; demonstration of skills, student evaluation of counselor, attainment of employment; records of interagency communication and number of referrals.

TITLE Project RAISE LD-3
Rehabilitative Adult Independent Skills Education

CONTACT Jerome King (602) 792-8695
Director
Pima County Adult Education Program
Tucson, Arizona 85701

OBJECTIVES

The focus of this special project is to serve handicapped and disabled adult learners and to:

1) Develop innovative materials most useful for this unique ABE population.
2) Develop a model learning center to demonstrate methods and techniques most successful in the instructional process with the disabled.
3) Develop and disseminate these materials and methods in the form of a "How-To" teachers manual.

DESCRIPTION

The focus of the operational activities of this project has been to:

1) Develop independent life skills ABE curriculum in five key areas designed to assist the disabled adult learner to find or maintain employment or to better succeed in living a self-sufficient lifestyle.
2) Develop curriculum and instructional methods in the key areas of financial management, communication, social and work competencies, and personal health and hygiene proficiencies.
3) Package ideas and materials in the form of instructional modules for dissemination and teacher training purposes.

FUNDING

$22,600 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Adult MR and Physically Diabled) and Educational Level (0-8th grade)

PRODUCT

A "How-To" manual for ABE teachers that is designed to provide practical guidelines, insights, and instructional materials best suited to the learning needs of mentally and physically disabled adults at the basic education level. Due for an August 1981 dissemination date.

EVALUATION

Monitoring and evaluation of the project have been conducted in three formats:

1) By program administrators in the form of on-site visits and consultations, planning and review meetings, and review of performance data.
2) By on-site visits by State Department of Adult Education personnel.
3) By an independent outside evaluator noted for her expertise in the field of special education.

Primarily, the measurable results of the project include progress data on the individual adult participants, as well as a subjective evaluation of the products of the project—the instructional modules and the "How-To" manual as it is being developed.

TITLE Mainstreaming Learning Disabled Students into Adult Education Programs

LD-4

CONTACT Barbara Grochowski (303) 422-8332
Project Director
Jefferson County School District R-1
Wheat Ridge, Colorado 80033

OBJECTIVES

1) 15-25 students will be screened and assessed by diagnostician/educational therapist/consultant (D/E T/C).
2) Identified individual and his/her ABE teachers will gain understanding of learning disabled problems and educational strengths, weaknesses and goals for remediation.
3) D/E T/C will assist ABE teachers with student programs offering in-service training to improve mainstreaming of learning disabled students upon individual teacher requests.

DESCRIPTION

A learning disabled indicators checklist will be administered by project director to screen potential target population. Students with probable learning disabilities would undergo futher diagnostic assessments. Training of tested individual and his/her ABE teachers would be conducted to assist in mainstreaming student into regular ABE program. The D/E T/C, tested individual and appropriate ABE staff would assist in design or modification of the student's growth plan. The D/E T/C would conduct a team teaching program, conduct demonstration tutorial lessons using learning disability materials and techniques and assist with revision and development of teacher-made materials upon individual staff request. Requests by staff has proven to be a major key to successful integration of teaching techniques, strategies and curriculum development in servicing the learning disabled student. Workshops have also been offered to all state ABE program staff on curriculum development and teaching strategies and techniques. Representatives from 12 of the 42 funded programs have attended to date, with one more workshop being offered in May.

FUNDING

$5,792 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Learning Disabled) with Educational Level (0-8)

PRODUCT

The products and practices developed will support services delivered to learning disabled students. Teaching techniques from the field of learning disabled, however, would be applicable to a number of students experiencing difficulties, not just those handicapped by learning disability. Learning labs or classroom settings are both suitable delivery modes. The primary teaching practice that will develop from this project is mainstreaming students into the total program. More direct consulting services are given to classroom staff on methods for effectively serving the learning disabled student rather than direct individual student therapy by the educational therapist.

PRODUCT (continued)

The following published materials were introduced and demonstrated to the staff for better meeting the learning disabled student's needs: Glass Analysis for Decoding Only, Monteray Reading Program, Logical Encoding and Decoding Program, Touch Math, Low Stress Math, and Strategies, Solving Language and Reading Problems. In addition, teacher-made materials such as tests, worksheets and learning packets were revised and restructured to meet the learning disabled student's needs. Screening and testing services were also provided for learning disabled students on a referral basis.

Copies of the following resource material will be available at the Colorado Center for Educational Assistance, 2323 West Baker Ave., Englewood, Colorado 80110 by August 30, 1981. There will be a charge for printing and postage. Materials available are: revised curriculum student guides; revised tests; strategy lists for teaching the learning disabled adult in all content areas; a brief synopsis of each workshop offered by project staff to adult educators; copy of revised learning disability indicators checklist used for initial screening; copy of growth plan form to chart student progress; example of one page diagnostic summary and copy of the form used; and final project evaluation report.

EVALUATION

1) An assessment of the learning disability checklist will be reported on student's ABE file and referred to D/E T/C where appropriate. A brief summary of the diagnosis from the Slingerland Screening Tests and appropriate remedial techniques will be communicated to ABE staff and student in a one page written report. If the evaluation indicates a need for long-term educational therapy the student will be referred to appropriate agency.
2) The staffing of identified learning disabled students and design or modification of their growth plans will be evaluated by student's mastery of objectives and goals as stated in the growth plans with periodic update to insure monitoring of student growth and appropriateness of curriculum, strategies and techniques.
3) The in-service component will be evaluated through staff evaluation of services offered by D/E T/C, attendance records of students and attainment of educational/vocational goals by the identified learning disabled students.

TITLE Project ADVOCATE LD-5

CONTACT Jay J. Alligood (904) 259-8100
Director of Adult and Community Education
Clay County School Board
Green Cove Springs, Florida 32043

OBJECTIVES

1) Develop an Exceptional Adult Linkage Approach Model.
2) Develop an Exceptional Adult Advisory Committee Policies and Procedures Handbook.
3) Provide educational services to at least 30 previously unserved exceptional adults with less than an 8th grade attainment level.
4) To disseminate exceptional adult program and resource information by developing and publishing a "Journal of Exceptional Adult Education."

DESCRIPTION

The Clay County Interagency Council, other state and county agencies, and adult administrators and teachers from rural and urban areas of the state will be key participants in project development. A Clay County Exceptional Adult Education Advisory Committee was established and assisted in needs assessment, product development, and evaluation. An Exceptional Adult Linkage Approach Model "IDEA Council System Model" appears in the "Journal of Exceptional Adult Education," Spring, 1981. An Exceptional Adult Advisory Committee Policies and Procedures Handbook will be published and disseminated prior to the completion of the project.

FUNDING

$24,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Exceptional Adults); Educational Level (8th Grade or Less); and Administrators (Statewide Dissemination)

PRODUCT

1) Individual-District Exceptional Adult Advisory Council System Model--copies free upon request.
2) Journal of Exceptional Adult Education--prototype, spring 1981.
2) Journal of Exceptional Adult Education--beginning September 1981, published quarterly, subscription rate is $12.00 per year.
4) The Exceptional Adult Advisory Committee's Policies and Procedures Handbook--available after June 30, 1981.
5) Project ADVOCATE Final Report--individual copies free upon request, contact Clay County Center for Community Education, P.O. Box 488, Green Cove Springs, Florida 32043, telephone number (904) 284-6500, ext. 645.

EVALUATION

Successful completion will be determined when:

1) An Exceptional Adult Linkage Approach Model has been developed.
2) An Exceptional Adult Advisory Committee Policies and Procedures Handbook has been developed.
3) At least 30 previously unserved exceptional adults have received Adult Basic Education instructional services.
4) Three workshops have been held, nine issues of a newsletter have been published, and copies of the final report have been provided to interested counties and agencies.

TITLE Mainstreaming the Handicapped Adult Learner LD-6

CONTACT A. June Hall, Ph.D. (904) 476-5410, ext. 285
Department Head
Pensacola Junior College
Adult Basic Education Department
Pensacola, Florida 32504

OBJECTIVES

The student will be able to: prepare and read a shopping list using a newspaper and other consumer guides and to be able to compare size and packaging of goods to determine the best buy for the money; read and understand various signs appearing in daily life; read and understand the bus routes published by Escambia County bus service and be able to determine which bus they take to each hospital, the malls, the junior college, downtown, the naval center, and finally, to their home; learn basic medical and physiological terminology for accurate reporting of symptoms; fill out a job application; determine if he qualifies for a job based on criteria in the job description; write a check and balance a checking account; become familiar with agencies in the community whose job it is to help them with their problems; and develop additional life skills.

DESCRIPTION

The proposed project will teach necessary skills to adult learners and seek to bring them more fully into Pensacola life. The students will complete twelve learning objectives vital to lifelong learning. Materials, information, and practical experiences will be presented at levels comprehendable at and below the fourth grade. Teaching will be specially modified for simultaneous sign language translation and attention to limited vocalization. Typically, material will be presented simultaneously, at appropriate pace, in writing, orally, sign language, and with pictograms. Carefully planned field trips will be a central part of the program. For example, in meeting Objective Three, students will obtain bus schedules, study appropriate vocabulary for instruction, read and comprehend them, and then use tickets supplied by local agencies to travel to increasingly distant areas of the city.

FUNDING

$27,202 July 1, 1980 - July 31, 1981

TARGET AUDIENCE

Handicapped (Deaf/Learning Disabled)

PRODUCT

An information guide, interest questionnaire and evaluation of daily living skills were all developed.

EVALUATION

Evaluation techniques coincide with the objectives, for example: the students will be evaluated by being able to compile a shopping list within a stated family budget. He will also be taken to a local grocery store and given a list to find the best buy for size and brand comparison shopping. Each student will be expected to pass the sign section of the Florida State Driving Test. They will also be given a walk test around the model city with signs that will be set up in the classroom and they will be expected to complete the course handed them. Finally, they will be given a teacher-made test on signs in daily life and they will be expected to recognize and explain each one.

TITLE Project ADD-LIFE LD-7
Adult Developmentally Disabled--
Leading Individuals to Fundamental Education

CONTACT Linda Leach (309) 454-3025
Project Coordinator
Bloomington-Normal Adult Education
Bloomington Public Schools - District #87
Normal, Illinois 61761

OBJECTIVES

1) Develop a teaching manual for those teachers of developmentally disabled adults. Includes a sequential curriculum and lesson plans, teaching strategies, materials, and evaluations.
2) Present teachers' manual in a hands-on workshop in at least 5 areas of the state.
3) Encourage interagency cooperation between adult education/public aid/mental health.

DESCRIPTION

1) Manual divided into low-middle-high instructional groups.
2) Manual concentrates on basic math, language, and daily living skills.
3) Workshop is a 2-day in-depth seminar.
4) In some cases, one and a half day workshops are planned.

FUNDING

$16,798 August 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Developmentally Disabled); Older Adults; and Educational Level (2-6th Grade Reading Level)

PRODUCT

A teachers' manual for those persons (teachers, social workers, paraprofessionals, volunteers, etc.) responsible for teaching developmentally disabled adults was developed. It is 320 pages, divided into low-middle-high instructional groups. It includes lesson plans, teaching strategies, objectives in behavioral terms and suggested evaluation and basic language, math, reading skills as well as survival and daily living skills.

EVALUATION

Evaluation is by materials (the manual) and of the workshops.

TITLE A Project to Develop Instructional Materials for Use by Educable Mentally Handicapped Adults Enrolled in a Job Readiness Program and by Independent Living Skills Program

LD-8

CONTACT
Dennis Eitmann (712) 325-3265
Associate Dean
Iowa Western Community College
Council Bluffs, Iowa 51501

OBJECTIVES

To develop instructional materials for a 12-unit job readiness program for use by EMR adult enrollees.

DESCRIPTION

1) Develop 16-unit set of materials.
2) Field test those materials.
3) Hold three statewide dissemination meetings.

FUNDING

$9,393 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mentally/Sheltered Workshop Enrollees)

PRODUCT

Final product is a 16-unit set of materials to be used by EMR adult students. It will be available January 1982.

EVALUATION

The materials developed will be evaluated after each field test session to determine the effectiveness of each of the 16 units.

TITLE Learning Activity Packages for Institutionalized Adults LD-9

CONTACT Georgie Klevar (319) 562-3263
Project Director
Northeast Iowa Technical Institute
Calmar, Iowa 52132

OBJECTIVES

The major goal of the project is the development of Learning Activity Packages for the use of ABE teachers which would increase the societal coping skills and socialization skills of institutionalized County Care residents in ABE classes. A secondary goal is the training of the ABE staff in the methodology of Learning Activity Packages.

DESCRIPTION

1) Identify existing multi-media resources and activities in the selected areas: a) signs, numbers, and places as signals; b) understanding and spending money; c) getting along with others and making a good impression; and d) understanding and using good health and safety practices.
2) Design a model for the format of the LAPs.
3) Develop Learning Activity Packages in the above areas using both commercial and teacher-made materials for activities and resources.
4) Delineate the activities as Beginning or Intermediate.
5) Organize a training session for 15 ABE teachers.
6) Design a process for field testing the Learning Activity Packages.
7) Modify the Learning Activity Packages during the process of field testing and after the evaluation.
8) Define an evaluation procedure.

FUNDING

$7,211 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mentally)

PRODUCT

Learning Activity Packages

EVALUATION

The curriculum units were field tested by 14 teachers in a three-county area. They completed evaluation forms. In addition, the units were evaluated by Ms. Susan Bury, Cornell College. The units were then revised based on evaluation comments.

TITLE Project ABLE: Adult Basic Living Education LD-10

CONTACT Janet Thompson (316) 688-1888
Program Services Coordinator
School of Continuing Education
Wichita, Kansas 67208

OBJECTIVES

1) To provide living skills education to physically handicapped adults to promote independent living.
2) To provide basic skills education to physically handicapped adults.
3) To mainstream physically handicapped adults into a regular Adult Basic Education program.

DESCRIPTION

1) Living skills education is provided at a Cerebral Palsy Independent Living Center in Wichita, Kansas. Client needs are assessed and programs are developed based on needs. Curriculum and materials are developed when necessary, and instruction is carried out in individual or group sessions. Emphasis is on competency-based performance.
2) Mainstreaming and basic skills education are accomplished by having students attent a local ABE program. Transportation is provided for the handicapped students, and they are accompanied by a personal care aide. Otherwise, they participate in the program in the same manner as able-bodied adults.

FUNDING

$12,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Physically, Cerebral Palsy)

PRODUCT

A curriculum handbook covering the living skills needed by the physically handicapped is being developed. The handbook provides references to available living skills curricula which cover skills applicable to handicapped as well as able-bodied adults. The handbook being developed addresses skills not covered by other available materials. The curriculum handbook will be available after June 30. It will be made available through ERIC Document Reproduction Services.

EVALUATION

Evaluation of the project is based on the students' improvement in daily living skills, basic skills, and interpersonal relations skills. Documentation of comptencies and preand post-assessment are used to measure improvement. The project evaluation form from the State Office of Adult Education serves as an overall evaluation of the project.

TITLE College for Living: LD-11
Special Programs for Special Needs

CONTACT Jackie Vietti (316) 421-6700
Director, Evening & Summer Sessions
Labette Community College
Parsons, Kansas 67357

OBJECTIVES

1) Increase in skills associated with independent living: a) reading for daily living; b) practical mathematical skills; c) homemaking preparedness; and d) personal grooming.
2) Development of personal physical fitness program.
3) Expansion and refinement of leisure time activities.
4) Enhancement of self-concept.

DESCRIPTION

A series of courses relating to the stated objectives will be offered in three 10-week sessions. The courses will be offered on Saturday mornings in college classroom settings and will last for one hour and 45 minutes each. Instructors will be volunteers from the community and surrounding area who have talents and abilities in specified subjects and who wish to share them with the clientele.

FUNDING

$4,630 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mental and Physical)

EVALUATION

Inteviews will be conducted with parents, residential care center administrators, and supervisors to determine the overall impact of the courses on the students. Separate intereviews with instructors will be utilized to assess individual student progress. A student survey will be completed by each student to define course appropriateness, effective instructional methods and future course offerings. Where applicable pre- and post-tests will be given to measure success in meeting stated objectives.

Interviews with residential care personnel have occured after each College for Living session. The response from them indicates that the classes have been received very positively and have stimulated much growth on the part of their clientele.

TITLE Community Adult Education for the
Developmentally Disabled: An Academic-Vocational
Approach to Rehabilitation

LD-12

CONTACT Larry Ross
Director, Adult Education
Sebasticook Farms
St. Albans, Maine 04971

(207) 938-4615

OBJECTIVES

1) The primary objective of the adult education program is to provide developmentally disabled adults with functional education skills which will enable that individual to secure at least sheltered employment and community independent living status while maintaining the maximum potential goal of competitive employment and independent living status.
2) Specific objectives include preparation for drivers's license, money management skills, time skills, food preparation and menu planning and basic math skills for daily living.

DESCRIPTION

The program consisted of two weekly meetings where specific objectives such as money recognition and management, basic math skills, food preparation and menu planning, and driver education training, to name a few, were addressed. Two monthly community based outings were held where clients were allowed to take a "hands-on" approach to a skill they had worked on in the classroom setting by either visiting markets, places of employment, laundromats, etc. Objectives were individualized for each client and addressed on a weekly basis. Basic educational programming was seen as a vital component in a compendium of services that Sebasticook farms already provided. These services: sheltered employment; supervised independent living residence; competitive employment training and job referral service; along with the adult education component would ensure that an individual has the optimum probability to attain their own particular level of independent living.

FUNDING

$5,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped; Rural Residents and Classroom Teachers

EVALUATION

Initial assessments for each individual in the program were performed and objectives developed from those. Individual quarterly goal monitoring provided an ongoing program assessment and provided information needed to determine an individual's ability, potential and program impact. A final measurement technique will consist of a year end report providing program entrance status and program end status relative to the learning areas with the curriculum, specific objectives and what changes in the individual vocational and residential status occurred by the end of the program. All educational objectives will be evaluated as to what extent a client is able to perform them independently.

TITLE A Life Skills Adult Basic Education Program and Its Impact on Severely Handicapped Mentally Retarded Adults LD-13

CONTACT Frank Gibson (301) 546-2181
Program Director
The Holly Center
Salisbury, Maryland 21801

OBJECTIVES

1) To establish an ABE program for mentally retarded adults.
2) To develop an adult-oriented academic/life skills curriculum for the moderately functioning mentally retarded adult population.

DESCRIPTION

1) Hire and orient staff.
2) Establish linkage with cooperating agencies.
3) Identify students.
4) Identify needed competencies.
5) Write learning units.
6) Field test learning activities with students.

FUNDING

$28,583 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mentally Retarded); Educational Level (Non-Readers); and Institutionalized (Health)

PRODUCT

A life skills curriculum for mentally retarded adults.

EVALUATION

1) Field test learning activities with students.
2) Submit the curriculum for content review by community agencies.
3) Review of the curriculum by agency staff.

TITLE Compensatory Education LD-14
for the Mentally Retarded Adult

CONTACT Major M. Boyd (919) 733-4791
Director, Adult Developmental Services
Department of Community Colleges
Raleigh, North Carolina 27611

OBJECTIVES

The major objectives of the project are to research and develop a three level curriculum that will provide equal educational opportunities for retarded adults, designed for the different degrees of retardation. The project will also identify those agencies that can and/or should be providing specific services for the mentally retarded adult, using the uniform, three-level curriculum.

DESCRIPTION

The project has selected three sites geographically representative of North Carolina. Each site will address one of the three levels of retardation. There are specific objectives for each of the three years of the project. A primary objective of the first year is to begin the research, development and implementation of the three-level curriculum. Each site has a working relationship with a sheltered workshop or other adult programs that will permit the implementation and refining of the curriculum based on actual field experience. Advisory councils have been appointed at each site and are assisting the project to develop better communications and coordination among state and local agencies. Staff development training is being developed and provided for all three sites. A staff development workshop has been held in each project. The content of each workshop has been very selective, to provide the necessary staff training to meet the overall objectives.

FUNDING

$282,322 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Handicapped (Mentally Retarded Adults)

PRODUCT

Products or practices to be developed by the project are: additional ways to make better use of existing facilities for mentally retarded adults and recommendations for alternative training facilities and modes of service; develop a compendium of the training necessary to prepare adult education personnel to work effectively with mentally retarded adults; establish a central lending repository for compensatory education resources; and develop a computer retrieval system to provide agencies for mentally retarded adults ready access to annotated descriptions of compensatory education resources. Presently there is a concentrated effort to develop a uniform curriculum that will address all three levels of mental retardation. Much consideration is being given to permit continuity of progress from the bottom to the top of each domain being developed. A system to permit access by the instructor to the proper material for a particular client is being developed.

EVALUATION

The project requires that an outside evaluation be made for each of the three years. The evaluation will determine if the objectives are being addressed and to what degree of success. The evaluation will also provide recommendations for improving the effectiveness of the project. Internal evaluation instruments are being developed at each site to determine the effectiveness of the curriculum with the clients.

TITLE Employment Training, Basic Skills Training for Mentally Handicapped, Deinstitutionalized Adults LD-15

CONTACT Vern Patrick 731-8400
Associate Director
Educational Improvement Center/Northeast
West Orange, New Jersey 07052

OBJECTIVES

1) To foster cooperation, coordination and communication among and between public and private organizations in the provision of education, training, recreation and counseling services to deinstitutionalized mentally handicapped adults through June 30, 1981.
2) To develop and implement a pilot program for the education, training, recreation and counseling of deinstitutionalized mentally handicapped adults through June 30, 1981.

DESCRIPTION

The innovative operational strategy of the project will be four-fold:

1) Identify/recruit project participants from private/public institutions, rooming homes and other private agencies.
2) Screen participants in cooperation with the institution, agency, or social worker and project counselor.
3) Implement resocialization after-care.
4) Referral for further development and training to other agencies.

FUNDING

$69,700 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (ED, EMR); Educational Level (0-4); and Urban Residents

PRODUCT

Curricula was developed to provide functional academic instruction in the areas of reading, math, language arts and daily life activities. Instructional materials were drawn from existing educational publications, teacher-made materials and concrete materials (i.e., cuisinere rods).

EVALUATION

Ongoing monitoring for formative evaluation will occur throughout the period of the project, August 1, 1980 through July 30, 1981, through monthly reporting. The site supervisor will collect monthly reports from all professional staff and will maintain records through the use of the EIC/NE minicomputer for data storage and retrieval.

The summative evaluation will measure the specific outcomes as identified in the project's objectives.

TITLE Fair Lawn Basic Education Program
for the Deaf

LD-16

CONTACT David S. Kimmel
Director
Fair Lawn Community School
P.O. Box #8
Fair Lawn, New Jersey 07410

(201) 791-3225

OBJECTIVES

There are two objectives designed to train members of the educational community to work with the adult deaf.

1) To create a manual based on the Fair Lawn Adult Basic Educationl Program For The Deaf. This manual for curriculum and program management will describe all the necessary philosophies, components, strategies and processes in establishing and managing ABE programs for the deaf. It will become an operational tool providing the knowledge to implement plans for establishing ABE programs for the deaf.
2) To provide expertise, training and supervision for staff at Marie Katzenbach School for the Deaf so that an ABE program, based on the Fair Lawn model, will result.

DESCRIPTION

1) The approach involved to accomplish the first objective, the creation of a Manual for Curriculum and Program Management, will be to incorporate all of the successful philosophies, procedures and proven materials utilized by the Fair Lawn Program into an operational manual for distribution by the Bureau of Adult, Continuing and Community Education. The manuscript will be reviewed by an outside consultant, by the Director of the Fair Lawn Community School and by staff of the Montclair Adult Education Resource Center.
2) The approach to the second objective, training and supervision of staff at MKSD, will be accomplished through intensive training at both school locations. Training workshops will provide staff with a curriculum and materials to use for individualized and group components, teaching strategies to employ, sensitization to the special needs of adults returning to school, awareness of the ingredients of suitable materials, testing and intake materials, and publicity and recruitment releases. Once the Trenton program becomes operational, Fair Lawn will provide continued support and supervision.

FUNDING

$25,800 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Deaf Adults); Adults with Limited English Language Skills; Classroom Teachers (Deaf Adult ABE Programs); Administrators; Counselors (Deaf Adults in ABE Programs); Paraprofessionals (Teacher Aides); and Administrators of programs serving deaf children wishing to expand educational services to deaf adults.

PRODUCT

The major focus of this project is to develop a manual to be used as a resource tool for future ABE programs serving deaf adults. This manual will address the nature of this disability in depth. It will further provide suggestions for program development (needs assessment, program design, staffing, funding), program implementation (recruitment, curriculum) and operational procedures (intake, testing, placement, counseling, instruction).

Manual will be available through the State Office of Adult, Continuing and Community Education.

EVALUATION

1) The impact resulting from the manual will be long-range. The manual will be a basic tool to implement programs in Adult Basic Education for the deaf. By providing sensitization and information it will be a catalyst to breakdown barriers and feelings of inadequacy connected with serving this population. The manual will be a stimulus for program development and its very presence gives recognition, credibility and solutions to a problem that exists. Eventually, the number of operational ABE programs serving the deaf will be a testimony to the impact of the manual.
2) The impact of training to staff at the Marie Katzenback School for the Deaf will allow for the expeditious implementation of a second program, based on the Fair Lawn model.

TITLE Specializing Adult Basic Education for the Deaf and Hearing Impaired LD-17

CONTACT Janet M. Hutnik (216) 434-1931
Project Coordinator
Akron Adult Basic Education
Akron, Ohio 44302

OBJECTIVES

1) Make available Adult Basic Education to the deaf community in a manner suitable to their needs.
2) Create materials appropriate for use with deaf clients participating in the project.
3) Educate hearing persons such as other adult educators and social workers of the educational and social needs of the adult deaf community.
4) Compile a booklet of agencies and services available for the deaf and those persons working in the deaf community.

DESCRIPTION

1) The students are first given an Interest Questionnaire and Interest Sheet to provide information on their reasons for coming to Adult Basic Education. They are given a Language Assessment to determine reading and English levels. Based on the results of the questionnaire and the assessment an appropriate individualized program is planned for them.
2) The activities and materials vary with each student. Basically, the students currently studying in the project do their work in the classroom and receive individual instruction from the instructor throughout the day.
3) The staff (project coordinator and instructor) will attend a Community Education Workshop at Gallaudet College in Washington, D.C. (Gallaudet College is the only university in the United States operating solely for the deaf.)

FUNDING

$22,811 February 23, 1981 - October 1, 1981

TARGET AUDIENCE

Handicapped (Hearing Impaired)

PRODUCT

The curriculum is divided into 3 basic areas of emphasis/instruction: GED obtainment, Job Skills instruction and Life Skills instruction. The student may work on one or more of these areas. Most of the materials used are the same texts and workbooks used in Akron's Adult Basic Education program.

Products of the project include:

1) A slide presentation to inform the deaf community of the nature of Adult Basic Education and how it can work for them.
2) An orientation video-tape and handbook for the ABE staff to educate them of needs of the deaf community (deaf awareness).
3) A handbook of agencies providing services to the deaf will be compiled.

EVALUATION

Each student is individually evaluated. The students are given an initial Language Assessment and Daily Living Skills Evaluation. The classroom instructor then evaluates with pre- and post-tests for the units the students are currently working on.

TITLE ABE--Assessment and Learning Activity Package (ABE-ALAPS) LD-18

CONTACT Scott Lehman (216) 841-2263
Coordinator
Warren City Schools
Warren, Ohio 44482

OBJECTIVES

1) Develop and locally produce student assessment and learning package for ABE practitioners to use with the mentally handicapped client in a variety of settings.
2) Develop individual adult mentally handicapped assessment tools for use with each ALAP in local ABE centers, group homes and sheltered workshop settings.
3) Coordinate project activities and field test related products with cooperating statewide ABE personnel.

DESCRIPTION

1) The project teach leader will direct research and product development with a team of 5 staff members.
2) Experienced staff will assist the project coordinator in implementation of all locally developed materials and methods within each of the four community based settings: residential home, sheltered workshop, ABE center and state (YDC) transitional home.
3) In planning this project, we have assessed needs and discussed objectives with members of the local ABE Advisory Council.
4) Through surveying Ohio ABE directors, we have received additional support and that of their staffs in the planning and field testing of the resulting project products.
5) Our local ABE program resources will also provide additional personnel time to monitor and assist in each of the community based settings.

FUNDING

$25,568 August 1, 1980 - July 31, 1981

TARGET AUDIENCE

Handicapped (Adult Mentally Retarded); Institutionalized (Health--Mentally Retarded); and Adults with Limited English Language Skills

PRODUCT

An assessment-learning activity package will be produced for each of (but not limited to) the following seven areas: a) Self Awareness and Interpersonal Relationships; b) Personal Care and Family Living; c) Communications; d) Transportation; e) Consumer Skills; f) Leisure Time and Recreation; and g) Occupational Skills. The ALAP will be designed to enhance the use of nearly completed ABE/AMH Manual. This manual will be available for dissemination throughout the state in the fall of 1980.

EVALUATION

1) We will analyze the existing resources and services for the adult mentally handicapped, report the results of this analysis to the state and use this as a basis for bibliographic material to be presented as part of the Assessment Learning and Activity Packages.
2) Field testing of all assessment tools developed by the project staff will be carried on by cooperating ABE personnel. Final products to assess the educational needs of the adult mentally handicapped client will result from this field testing effort.
3) With the continuing assistance of cooperating districts, the instructional manual to assist ABE teachers working in local ABE centers, group homes, and sheltered will be produced. The final product will be the result of extensive statewide field testing and review.
4) Instructional efforts of cooperating programs will be monitored and data will be compiled to determine the extent of expanded statewide efforts to serve the adult mentally handicapped.

TITLE Training ABE Teachers as Educational Therapists LD-19

CONTACT Robert W. Gill (215) 372-4721
Director, Continuing Education
Reading Area Community College
Reading, Pennsylvania 19603

OBJECTIVES

1) To provide ABE teachers with a philosophy of rehabilitation where teachers become an integral part of the rehabilitation of chronically hospitalized during the four initial ABE fall workshops.
2) To provide teachers with materials developed for ABE to utilize with their students.
3) To provide teachers with methods to employ ABE material, and to provide each participant with specific techniques to use with students and encourage development of materials by each teacher.
4) To provide teachers with a follow-up visit to their institution to insure utilization of material, practice use of material, resolve any problems that might develop and gather any material developed by teachers.
5) To organize and develop a handbook of ABE material to disseminate to all ABE teachers of handicapped in state.

DESCRIPTION

The Educational Therapists Program was presented at the four fall ABE conferences. All participants were offered the option of a follow-up visit to their worksite to help implement the program and to provide additional training. Twenty of these follow-up visits were conducted throughout the state. The project provided teacher-training in such skills as problem solving, career exploration, community orientation, and task analysis. Materials used were basically those developed by the staff of the Occupational Studies Program at Reading Area Community College.

FUNDING

$25,413 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Emotionally)

EVALUATION

Evaluation forms were completed by all participants at the fall ABE workshops. Evaluation forms are also filled out by all training participants of the follow-up visits. A third evaluation form is given to the administrators of the follow-up visit site.

TITLE Specialized Instructional Techniques for the Education of the Adult Mentally Retarded LD-20

CONTACT Joan E. Rice (215) 358-6697
Coordinator, Career Education Grants
Southeast Pennsylvania Rehabilitation Center
Elwyn, Pennsylvania 19063

OBJECTIVES

1) To identify the instructional needs of adult educators teaching mentally retarded adults by developing a needs assessment and securing previous recommendations made at workshops.
2) To meet these identified needs through a workshop setting.
3) To assemble the content of the workshop session to be utilized by the adult educators as a future resource.
4) To develop and provide resource materials and information in instructional techniques that meet the special needs of adult educators working with mentally retarded adults. Resource materials include: assessment books and student skills profile books.
5) To evaluate the effectiveness of the workshop sessions in written form in meeting the designated objectives.
6) To make recommendations concerning future workshops or other appropriate methods of providing staff development specifically for adult educators teaching the handicapped. These recommendations are based upon workshop participants' evaluations.

DESCRIPTION

1) The project consisted of four components: a) writing a detailed needs assessment; b) planning workshop sessions and developing material that can be readily disseminated at the workshop; c) conducting the workshop sessions; and d) evaluating individual sessions and the entire project.
2) Workshop sessions focused upon: a) characteristics of the mentally retarded adult; b) effective teaching methods and approaches; c) available and appropriate materials; d) sources of commercially prepared materials; e) utilization of an assessment tool for basic skills; f) the role of adult education in the instruction of community skills; and g) util- ization of student skills profiles for instructon of life skills.

FUNDING

$11,974 July 1, 1980 - November 28, 1980

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE); and Counselors

PRODUCT

Three books were developed and given to the workshop participants: a) Adult Education Assessment, b) Adult Education Assessment - Teachers Instructions, and c) Adult Education Profile Book. The assessment book consists of ten basic skill areas: personal information, money, numbers, mathematics, time and measurement, transportation, social sight, vocabulary, alphabet, community skills, and telephone. The assessment tests have been field tested at the Southeast Pennsylvania Rehabilitation Center utilizing dittos and handouts.

PRODUCT (continued)

The books developed by the project are easy to read and understand with clear and objective instructions for administering. The format is easy to disseminate and duplicate. The Adult Education Profile Book consists of thirty community skills profiles or checklists. These were designed to be utilized by the instructor to aid planning and teaching or to record a student's performance level. The profiles apply to a wide range of functioning levels and can be easily changed and modified to other program needs. The Assessment and Profile Books were disseminated through Pennsylvania's organization AdvancE.

EVALUATION

Project evaluation consisted of three components:

1) Written evaluation forms will evaluate workshops. Participants were asked if workshops met their needs, determine how the workshop met needs, and to make recommendations concerning future staff developments.
2) A separate written evaluation form was used to evaluate materials. Workshop participants were asked to evaluate materials based on application, validity, and projected effectiveness within their programs.
3) Final project evaluation was completed utilizing information devised from workshop evaluations and material evaluations. The evaluation will determine how each objective of the project was accomplished. The overall impact of the project was evaluated and suggestions for future staff development made.

TITLE Home-based Instructional Program for Adults

LD-21

CONTACT Vivian R. Fair
Project Director
Elizabeth City Schools
Nashville, Tennessee 37643

(615) 543-1133

OBJECTIVES

1) To make the ABE services available to those handicapped and disadvantaged adults who are incapable of participating in the regular program.
2) To provide the proper learning materials needed to administer the service.
3) To link the regular local program with all those in the community who need and desire, but have been unable to obtain, the services of ABE.

DESCRIPTION

Approximately 20 adults will be identified as to needed educational services to be provided within the homes of adults. Priority will be given to those least educated and most in need.

FUNDING

$5,355 October 3, 1980 - May 1, 1981

TARGET AUDIENCE

Handicapped (Blind); Older Adults; Educational Level (0-4); Rural Residents; and Adults with Limited English Language Skills

EVALUATION

Progress reports will be made on every individual served by each staff member and reviewed by the supervisor or project director.

TITLE Manual for Teachers
of Adult Mentally Retarded Handicapped

LD-22

CONTACT Pam Parks (915) 465-4391, ext. 404
Director of Education
San Angelo Independent School District
Area #42 Adult Basic Education Co-Operative
San Angelo Center
Carlsbad, Texas 76934

OBJECTIVES

1) Develop a manual of procedures for teachers to follow in order to provide effective learning experiences for mentally retarded adults.
2) Present a workshop for 25 to 30 teachers of mentally retarded adults to enhance their knowledge of identified students and skills in applying suggestions contained within the manual.

DESCRIPTION

One additional adult education teacher was employed to have available adequate professional staff to provide expertise in the preparation of the manual and workshop. Teachers combined classes for specified periods on an alternating basis to free one teacher at a time to write input into the manual and plan the Workshop for Teachers. Currently preparation for the workshop includes video-taping scenes of classroom "problem" situations which workshop participants will work on for problem solving responses.

FUNDING

$26,779 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mentally Retarded Adults) and Classroom Teachers

PRODUCT

The product of this grant will be a Manual for Teachers of Mentally Retarded Adults which will include: a) introduction to characteristics of mentally retarded adults as learners; b) procedures and suggestions for assessment and evaluation of mentally retarded adults current and potential functioning level and performance of needed community survival skills; c) suggestions for grouping students; d) suggested curriculum; e) identification of teaching materials found motivationally sound and oriented to the interests of mentally retarded adults; and f) a bibliography of resource materials.

The "Manual for Teachers of Mentally Retarded Adults" will be available May 30, 1981 for a cost of $10.00. The source is:

Special Projects Director
San Angelo ISD
100 N. Magdalen
San Angelo, Texas 76902

EVALUATION

Evaluation of the project will occur through solicitation of workshop participants written responses at completion of workshop training.

TITLE Development, Validation and Dissemination of Audio-visual Materials to Support ABE Instruction Provided to Handicapped Adults LD-23

CONTACT David F. Culclasure, Ph.D. (512) 532-8811, ext. 1363
Director, Educational Services
San Antonio State Hospital and State School
San Antonio, Texas 78223

OBJECTIVES

1) Design, develop and validate a comprehensive audio-visual program for use by teachers of handicapped adults in presenting Adult Basic Education instruction to this special population.
2) Upon completion of the process of validating the comprehensive audio-visually-based curriculum, undertake dissemination of the materials to each of the 20 Educational Service Centers established throughout the state to provide support to the independent school districts in Texas. Teachers of handicapped adults would then obtain the materials from the service centers, for use in their Adult Basiç Education programs.

DESCRIPTION

In developing the audio-visual materials specified above under project objectives, the project staff has applied its unique media population resources to preparing materials to complement the textual teaching modules for handicapped adults developed by the San Angelo Independent School District, Area #42 Cooperative, through a special projects grant funded by the Texas Education Agency. The format used involves synchronized sound/slide presentations which can be geared to individual differences of the handicapped adults using them. Scripts for all modules have been developed and production initiated. Completed units sent to ABE co-ops desiring to implement this approach for delivering services.

FUNDING

$26,952 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Handicapped (Mentally Impaired); Educational Level (ABE); and Institutionalized (Health--MH & MR)

PRODUCT

The products developed will include comprehensive audio-visual media plus additional supplemental conventional texts and programmed (self-instructional) texts if indicated. These latter items would be in addition to the textual materials already developed by the Area #42 Cooperative. Scripts for the following modules have been developed and production initiated to assure their early completion: a) Operating the Michael Electric Stapler; b) Operating the A.B. Dick Copier 675; c) Operating the Desk-top Offset Duplicator; and d) Operating the Kroy Type Lettering Machine. Materials will be available for distribution on or about June 30, 1981.

EVALUATION

The project staff conducts quarterly evaluations to assess project effectiveness. Methods of evaluation include follow-up questionnaires from released residents, student input, staff evaluations, and administrative/technical evaluation from a media production standpoint.

TITLE Using Volunteer Tutors to Teach Basic Language Arts Skills to Motor Handicapped Adults LD-24

CONTACT Dr. Charles E. Pearce (801) 756-6592
Project Director
Granite School District
804 No. Main
Alpine, Utah 84003

OBJECTIVES

1) Develop and identify criteria, instruments and/or methods for the identification of motor handicapped adults with a potential for developing basic functional language arts skills.
2) Identify and recruit at least 20 such persons.
3) Recruit and train at least 29 volunteer tutors.
4) Identify and develop curricula for teaching basic and functional language arts skills to motor handicapped adult students, including language arts skills needed to achieve in high school completion courses.
3) Use these materials with the identified students.
6) Assess student achievement using standardized and non-standardized assessment instruments and processes.

DESCRIPTION

Teachers of high school completion courses and volunteer tutors will be trained in how to develop and use the following materials:

1) Reading in content areas. a) Exercises to teach the reading, spelling, writing and meaning of key words in a U.S. History text, as well as phonic and structural generalizations concerning them. b) Exercises to teach the comprehension and retention of the content of the U.S. History text. A tape recorder will be used by a volunteer tutor to help individualize instruction and provide feedback for students doing homework.
2) Materials to teach basic language arts skills: a) a spelling-reading-penmanship program teaching 3000 most important English words; and b) an English-grammar basic skills program. (Published by Economy).

FUNDING

$7,858 August 1, 1980 - July 31, 1981

TARGET AUDIENCE

Handicapped (Motor, Adults); Educational Level (1-7th Grade); and Institutionalized (Health)

PRODUCT

The products described above under "Description" will be available with the final report July 30, 1981.

EVALUATION

1) The success of the recruitment effort will be determined by comparing the number actually recruited with the objective of 20.
2) Student progress in reading skills will be determined by comparing scores of the Woodcock Reading test given before and after instruction.
3) Student progress in other basic language arts skills will be determined by administering standardized tests before and after instruction.
4) Success of students in high school completion courses will be determined by comparing average grades of target students with average grades of students in other Granite School District high school completion courses during the current year and during the two previous years.
5) Holding power will be determined by comparing the percent of students who remained with the program a full year with a) the objective of 80%, b) the percent remaining in Granite District adult education programs during two previous years and the current year, and c) an average of those three-year data.
6) Subjective evaluation of mateials and methods will be done by having tutors, students, teachers and aides respond to questionnaires and rating scales to determine how well they like the program, what they like and dislike about it, what they would recommend to improve it, and how much improvement was made in reading skills and in knowledge of high school completion subjects.

OLDER ADULTS

TITLE A Curriculum Guide for Directing
Education Experiences of "Mature Adults"
at Nutrition Sites

O-1

CONTACT W.C. Majors
Coordinator, ABE
Monroe County Board of Education
Monroeville, Alabama 36460

(205) 575-4381

OBJECTIVES

To develop an organized Curriculum Guide for directing the education experiences of "Mature Adults" at Nutrition Sites in Monroe, Baldwin and Escambia counties. Identify and collect effective instructional materials presently being used throughout the state. Develop an instructional resource reservoir for teachers of "mature adults" to draw upon. Provide balance of learning experiences in areas of nutrition, health, practical economics, law and crime, community resources, and inspirational. Make this model "Curriculum Guide for Directing the Educational Experiences of 'Mature Adults' at Nutrition Sites" available to adult education teachers throughout the state of Alabama.

DESCRIPTION

1) Implementation of the project covers subject areas of: a) Fire Escape--checklist was provided to participants to check up on safety at home; b) Medicare/Medicaid--booklet of information concerning these two programs together with important telephone numbers for those participants who had specific problems; and c) Heimlich Maneuver--discussion and demonstration of this life-saving maneuver, along with a detailed handout.
2) The partitipants at the Nutrition Sites have been most receptive to these programs, and many have offered suggestions for future programs, as well as problem areas that they feel the teacher can help them resolve.
3) The Nutrition Site teachers provided lesson plans regularly, which then became a part of the materials reservoir. This resource bank is constantly being expanded and updated with the aforementioned lesson plans, as well as materials and methods that have been gathered from other Nutrition Sites around the state.
4) Some innovative methods that have been used are quizzes before the lesson material is presented, to "check up" on the participants' knowledge; recreational games and entertainment provided by a puppet team.

FUNDING

$13,300 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Rural Residents; and Women

PRODUCT

An organized, sequential curriculum guide will be developed during the course of this project. Meaningful, effective and practical instructional materials will be placed into time frames that will correspond to the most "teachable moments" of the year. The guide will focus on the areas of nutrition, health, practical economics, law and crime, community resources, inspirational, and education and recreational games. The group that will best be served by this guide will be the participants at the various Nutrition Sites in the three-county area.

EVALUATION

We are using an evaluation checklist to determine the value received by the senior citizens, with the following points being addressed: a) meets the needs of senior citizens; b) material covers the objective; c) teaching methods on level of participants; d) location of sites accessible to senior citizens; e) does the teacher relate to the elderly in such a manner as to help solve problems related to life coping skills; f) relevant to needs in today's living; g) clients will make use of knowledge gained; and h) curriculum of high interest to stimulate motivation.

The checklist will use a sliding scale of: a) strongly disagree, b) disagree, c) uncertain, d) agree, and e) strongly agree.

The evaluation checklist is to be filled out by site managers, teachers, Area Agency on Aging and select group of senior citizens.

TITLE Hillcrest Community Education Program O-2

CONTACT Richard Jennings (205) 758-0411
Adult Education Director
Tuscaloosa County Board of Education
Tuscaloosa, Alabama 35401

OBJECTIVES

1) To strive for a well-balanced offering of activities in all areas of basic academic, physical aesthetic, and social skills.
2) To increase the participation of senior citizens in the community education activities.
3) To increase the use of the school facilities beyond 3:00 p.m. in the afternoon.

DESCRIPTION

A needs assessment was administered. Activities were organized to meet the needs identified by the needs assessment.

FUNDING

$13,750 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults and Rural Residents

EVALUATION

The advisory committee and program coordinator evaluated the project.

TITLE Project Special Delivery 0-3

CONTACT Robert Boyet (504) 473-7981
Project Director
Ascension Parish School Board
Donaldsonville, Louisiana 70346

OBJECTIVES

To continue the employment of a full-time literacy coordinator to implement all phases of the project; to employ two part-time teachers for the classes of the elderly to allow the literacy coordinator to expand the volunteer tutorial program to the east side of the parish; to develop a comprehensive instructional program for the elderly throughout the parish; to cooperate and coordinate services with a variety of human service agencies and organizations, community education programs, business and industry, vocational-technical schools, government agencies, correctional institutions and other federal and state resources in reaching those adults of specialized need; to continue the implementation of a wide variety of recruitment and promotional activities designed to reach those adults who have not historically participated in previous adult education offerings and increase enrollment in the program parishwide; to continue the development of a design for the initiation of the parishwide literacy council and to lay the groundwork for a comprehensive volunteer literacy program to serve the needs of the illiterate population on the east side of the parish; and to continue to incorporate Adult Performance Level (APL) objectives and life-coping skills in the instructional and assessment activities of the program.

DESCRIPTION

The general design of this special project has been to develop outreach classes and services for high priority target populations which have not participated in previous adult education program offerings. Initial cooperative efforts have already been established and a variety of agencies and programs are involved in the coordination of services. The project employs two part-time teachers and two part-time paraprofessionals to teach classes for the elderly. These special students are referred to the regular adult education programs when appropriate. Volunteers are recruited and each one completed 15 hours of training in a workshop to become familiar with specific materials designed to work with the illiterate adult population. The instructional activities incorporates Adult Performance Level objectives into all phases of the instructional program.

FUNDING

$18,500 November 1, 1980 - October 31, 1981

TARGET AUDIENCE

Older Adults; Educational Level (0-8); Rural Residents; Volunteers and Paraprofessionals

PRODUCT

The project will develop promotional materials for parishwide distribution concerning Project Special Delivery. The materials will publicize the existing instructional services. Procedures for organizing a parishwide literacy council will be undertaken.

EVALUATION

The project director will attend to the completion of all program evaluation reports and the compilation of all necessary information for the evaluation of program activities as required by the State Department of Education.

TITLE Adult Basic Education and English as a Second Language: Options for the Elderly

O-4

CONTACT Melissa Spore (212) 643-4510
Coordinator
Institute of Study for Older Adults
300 Jay Street
Brooklyn, New York 11201

OBJECTIVES

1) Identify undereducated, language-deficient older persons and their need for basic education.
2) Determine attitude, transportation, site, recruitment, and methodological considerations which impact on developing programs and teaching language skills to the elderly.
3) Explore research on the cognitive capacities of older persons for language acquisition.

DESCRIPTION

Review of research, past and present programs, and statistical data.

1) Interviews with educators, gerontologists, senior center directors and older persons in need of language training.
2) Development of pilot classes, with pre- and post-interviews and/or tests.

FUNDING

$15,000 July 14, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Blacks, Hispanics, Chinese, Russians and Others); Older Adults; Urban Residents; Immigrants; Adults with Limited English Language Skills; and Gerontologists, Social Workers and Senior Center Personnel

PRODUCT

The project will result in a manual for education, gerontology and social work, and ethnic group professionals and for community workers who wish to offer basic education and English as a Second Language to older persons. This manual will make recommendations on developing and administering classes and on choosing learning objectives, methods, and materials.

The manual will be of value to outreach programs, teachers and administrators working with the elderly in all phases of the educational process (assessment, testing, classroom dynamics) and teacher trainers.

EVALUATION

As a planning grant the effectiveness and impact of the work will depend on the policy decisions, re: appropriations and implementation of Section 311 of the Adult Education Act of 1978.

Success of the field tests will be determined by analysis of enrollment and attrition data, personal interviews with students and pre- and post-tests.

TITLE Senior Centers—A Place to Learn 0-5

CONTACT Grace R. McNatt (717) 233-7736
Project Director
Pennsylvania Senior Center Institute
Harrisburg, Pennsylvania 17105

OBJECTIVES

The major objective of this project is to demonstrate an innovative delivery system for providing Adult Basic Education (Coping Skills) to older adults through the site of existing senior centers in the target area—three rural counties (Mifflin, Juniata, and Perry), which have not previously been advantaged with ABE services.

DESCRIPTION

The ultimate goal of this project is the receipt by older adults of information that will enrich their lives and benefit society by helping them to be independent and secure. This goal is being met by the following methods: a) a needs assessment was taken, and b) expertise in areas selected by the advisory committee is sought and needs fulfilled, usually by someone in the community.

FUNDING

$28,495 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults and Rural Residents

PRODUCT

A program bank is being compiled. This consists of pertinent data concerning each program used during the contract period, including name, address, contact information, and a short narrative setting forth the content of that particular session. This will be available July 1, 1981 for a nominal fee to cover the cost of printing and handling. Also the final report to the Pennsylvania Department of Education will set forth the methods used in implementing this program, including the findings of feasible and non-feasible approaches to attaining the goal.

EVALUATION

The advisory committee is appropriately utilised in determining the effectiveness of this program. Monitoring of this committee gives a good indication of the effectiveness of the program. Attendance is also a good barometer. Then, too, the requests for repeat performances of such workshop leaders as attorneys, bankers, health clinicians, indicates needs that are being met. Also the enthusiasm of participants indicates a postive attitude toward what has been done.

TITLE Implementation of "Building a Better You: A Curriculum Designed for Coping-- A Demonstration in Elderly Enrichment" 0-6

CONTACT Edie Gordon (814) 359-3069
Project Director
CIU #10
Bi-County Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, Pennsylvania 16823

OBJECTIVES

To implement the "Building a Better You" curriculum at eight outreach sites throughout Centre County.

DESCRIPTION

Coping skills classes adopted/adapted from the "Building a Better You" curriculum have been presented in the areas of Self Esteem, Communication Skills, Decision-Making, and Problem-Solving at six different Senior Citizens' Centers.

FUNDING

$3,005 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults

EVALUATION

Formative evaluation of objectives reached, based on number of sites and number of students served.

TITLE Serving the Handicapped Elderly:
An In-Service Format to
Enhance Staff Awareness and Expertise

0-7

CONTACT Joan E. Rice (215) 358-6697
Coordinator of Career Education Grants
Southeast Pennsylvania Rehabilitation Center
Elwyn, Pennsylvania 19063

OBJECTIVES

1) Development and validation of an in-service training handbook entitled "Serving the Handicapped Elderly: An In-Service Format to Enhance Staff Awareness and Expertise."
2) Printing and distribution of the handbook to ABE centers and AdvancE.

DESCRIPTION

1) The primary product of the project is the handbook which will be divided into content areas as follows: General Health, Physical Performance, Visual Acuity, Auditory Acuity, Thought Processes, Emotional Stability, and Learning Ability.
2) Under each section, a sample in-service "package" will be presented. Each package (one from each content area) will: a) state primary objectives for session; b) state suggested length of time for session; c) state specific activities for session; d) state materials or audio-visual materials needed; and e) include pre- and post-tests for session. Seven such packages will be provided. The handbook will also include sections which a) suggest ways to incorporate the in-service format to meet the needs of individual ABE facilities and b) present conclusions reached from validation data gathered in statewide distribution of the handbook.

FUNDING

$3,174 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE); and Counselors

PRODUCT

The product developed will be a training handbook entitled "Serving the Handicapped: An In-Service Format to Enhance Staff Awareness and Expertise." The handbook should be available June 30, 1981. It will be forwarded to Pennsylvania's dissemination organization, Advance.

EVALUATION

A two-edged evaluation plan is utilized to assess project accomplishments. Within the in-service handbook format, pre- and post-tests for each content area will be developed. This will allow the staff utilizing the handbook to obtain a concrete measure of gain in terms of their expertise. Measures will also be taken to obtain data on the validity of the content and the applicability of the format. Evaluation data, when compiled, will be incorporated into the final handbook narrative.

TITLE Recruiting and Working with Older Learners 0-8

CONTACT Dr. Carol Kasworm (512) 471-4285
Project Director
College of Education
The University of Texas at Austin
EDB 406, UT-Austin
Austin, Texas 78712

OBJECTIVES

1) To implement a recruitment model targeted on undereducated adults age 45 years and older.
2) To develop training materials for ABE teachers who work with or wish to work with undereducated senior adults (age 65 and older).

DESCRIPTION

1) Production of television Public Service Announcements (filmed on location in Adult Basic Education programs) targeted on adults age 45 years and older.
2) Development and production of training materials; presentation of prototype material in in-service workshops and at regional Adult Learning Center conferences.

FUNDING

$31,035 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Classroom Teachers; and Administrators (Local Adult Education Co-Operative Directors)

PRODUCT

1) Public Service Announcements for TV (completed March 1981)
2) "Working with Older Adults" (in press)
3) "Implementing Programs for Senior Adults in Residential Facilities" (in press)
4) "Director's Guide to Recruiting Older Adults" (in press)

(Item One was distributed to selected Texas Adult Education Cooperatives in South Texas and to a toll-free information network covering Central and North Texas; Items Two, Three and Four will be distributed to all 49 Texas Adult Education Cooperatives. No mechanism is available for additional publication/dissemination of these products by the developer. Requests for additional information will be handled by the Division of Adult & Community Education Programs, Texas Education Agency, on an individual basis.)

EVALUATION

Impact of Public Service Announcements for TV to be monitored by local program directors, based on increased enrollment among older adults and level of awareness of media usage among learner population.

Feedback on training materials obtained on informal basis during presentations at local workshops and regional conferences.

RECRUITMENT

TITLE Student Unmet Needs R-1

CONTACT Dr. Ed Russell (219) 762-1020
Project Director
Portage Township Schools
Portage, Indiana 46368

OBJECTIVES

To generate the information about:
1) What brings low academic level students into ABE programs?
2) What aspects of ABE programs do low academic level students like?
3) What aspects of ABE programs do low academic level students dislike?
4) Why do low academic level students drop out of ABE programs?

DESCRIPTION

184 former low academic level students from Northwest Indiana were interviewed by other former ABE students trained for this interview. The interviews were structured by a questionnaire developed by a research committee of adult education professionals. The interview information was fed into a computer to determine trends, to make comparisions and evaluate correlations. These data will be analyzed by the research committee and the project director will write a report based on the data and its analysis. The report will be distributed to all Indiana ABE programs and to ERIC.

FUNDING

$25,586 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (4th or Below); Rural Residents; and Urban Residents

PRODUCT

The final report should provide a source of information upon which ABE professionals can rely to guide them in the development of any recruitment or retention strategies for the low academic level student. A final report will be available by June 30, 1981 from Portage Township Schools on "as the supply lasts" basis at no cost. It will be available thereafter through ERIC at their standard fee.

EVALUATION

1) A journal and other program artifacts will provide an ongoing evaluation. The final report will provide a summative evaluation.
2) All four objectives are measurable.
3) Evaluation instrument was used in a pilot survey of 10 Chesterton students. A letter was sent, a call made for an appointment and then a personal visit and interview.
4) The locating and interviewing of the low academic level ABE dropout is an arduous task with a 40% to 60% success rate. This population is isolated and highly transient.

R-2

TITLE A Project to Select and Train
Volunteer Outreach Workers to Disseminate
ABE Program Information and to Survey
the Instructional Needs of Potential ABE Students

CONTACT Dennis Eitman (712) 325-3265
Associate Dean
Iowa Western Community College
Council Bluffs, Iowa 51501

OBJECTIVES

To recruit and train volunteers to identify potential ABE students and to do needs surveys with both those students and ABE dropouts.

DESCRIPTION

1) To establish a steering committee.
2) To develop a referral card and a needs survey form.
3) To recruit and train a group of 12 volunteers.
4) To have volunteers to outreach work in a seven-county area and record and do follow-up on their results.

FUNDING

$10,100 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE Students); Rural Residents; Urban Residents; and Volunteers

PRODUCT

To develop a system for providing outreach capabilities for an ABE program without the use of paid personnel.

EVALUATION

Evaluation will consist of an administrative review to determine if the objectives described were met.

TITLE Recruiting Strategy R-3

CONTACT Shirley Stoll (515) 233-4711
Hawkeye Institute of Technology
Waterloo, Iowa 50701

OBJECTIVES

Recruit for ABE.

DESCRIPTION

A committee composed of community members such as counselors, ministers, school representatives, service clubs and ABE teachers and graduates met in nine communities to discuss recruiting techniques for beginning or reinforcing an ABE class in their area. Posters and flyers were distributed. Newspapers and radio carried information about the classes. Announcements were made through service clubs and churches. A composite list was made of people in the area who hadn't completed high shool. These people were contacted. After the class began, the committee continued to meet and further other ideas to help the class continue to grow.

FUNDING

$7,060 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (ABE); Rural Residents; Women; and Unemployed

PRODUCT

New posters were designed and printed for distribution and a final report will be submitted which will include all of the recruiting ideas.

EVALUATION

A roster of new students is being compiled. A list will be prepared to reflect each communities' goal and the number of new students added to the roll. A list of recruiting ideas is being compiled and will be included in the final report.

TITLE Intensified Search for GED Applicants R-4

CONTACT Dr. Eugene Doran (601) 782-7751
Director of Continuing Education
Northeast Mississippi Junior College
Booneville, Mississippi 38829

OBJECTIVES

To establish a cooperative union between business, industry and education in order to locate potential GED completers. This will assist the adults in meeting local employers' needs for adults holding a high school diploma or equivalency certificate.

DESCRIPTION

This project seeks to search for, identify and recruit potential GED completers. The project is carried out in cooperation with the Tennessee Valley Authority, Northeast Mississippi Junior College, the Mississippi State Department of Education and area high schools. TVA is seeking skilled labor to fill the job demand in northeastern Mississippi. Applicants must have high school diploma or equivalent in order to qualify to fill these positions. A full-time field representative is employed to locate these potential students. Students will be pre-tested, given prep work and post-tests at the GED laboratory located at the Northeast Mississippi Junior College.

FUNDING

$14,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (II) and Rural Residents

EVALUATION

The project will be evaluated by the number of participants who successfully pass the training program which will qualify them to complete the skilled labor market of northeastern Mississippi.

TITLE Giving Rural Adults a Study Program
(GRASP)

R-5

CONTACT Marie B. Sparling (518) 793-7721, ext. 238
Coordinator, BOCES
Regional Continuing Education
Washington-Warren-Hamilton-Essex Counties
Board of Cooperative Educational Services
Hudson Falls, New York 12839

OBJECTIVES

1) To formulate and implement a regional plan to identify how best to reach and serve rurally isolated, educationally and often economically disadvantaged adults.
2) To develop a network of prime agency contacts already serving this target popularion and to seek their active involvement in mutual effort to recruit and retain adult students.
3) To assess educational needs of referrals and to recommend options open to them: i.e., in-place ABE units, volunteer tutorial assistance, packaged home-study via state library system delivery, and other alternative approaches deemed necessary.

DESCRIPTION

1) All agencies within the three-county area deemed likely to be presently serving target population (rurally isolated adult) were personally contacted by project staff and informed of assistance being offered in giving their clients an opportunity to meet their Adult Basic Education needs, an agency contact was named by each interested agency and this contact was instructed in use of referral system. Project staff receiving referrals, handled educational needs assessment and recommended to agency contact best option open to client for meeting particular needs.
2) Alternative approach options were designed and used by staff as well as recommendation for entrance into in-place ABE/GED units, tutorial volunteer assistance, combination of several options, agency educational units and the like.

FUNDING

$14,907 July 1, 1980 - June 31, 1981

TARGET AUDIENCE

Handicapped (Physically Disabled); Older Adults; Educational Level (0-8.9 Grade Level); Rural Residents; Institutionalized (Correctional); Adults with Limited English Language Skills; and Women

PRODUCT

1) Instruction: Social Studies-Science Skills booklet developed containing reading skill building materials in these two subject matter areas found on high school equivalency testing and in which Adult Basic Education students are often weak and/or have little informational background.
2) A Handbook for ABE/GED Home Study Program was developed to include sections on home-study as handled in this project, study helps, and equivalency testing information. Handbook used both as an information resource and instructional tool since first reading assignment returned tested how well student understood handbook material.

3) Assessment-Testing: Designed a referral/assessment/educational option method to be used with each contact designated by agencies already serving target population. Mail-in referral sheets with written project evaluation with recommended educational option open to client proved to be quick and efficient for both agencies and project.

EVALUATION

Use of state library system delivery has been field tested over a 10-month period, revised and refined so as to put a minimal additional burden upon library system personnel. For rurally isolated adults and those living in small communities where no transportation is possible, home-study programming for those reading well enough to work without teacher assistance can be provided through this type of agency cooperation. Educational prescriptions are written for rural adults to cover a two-week study period and client is assigned pick-up site and given monthly schedule for pick-up and returns. System delivery is daily to central reference library which is two miles from project office and all home-study envelopes are routed from that library by project staff to system network of deliveries. System has an every-other-week rural bookmobile run completely independent of its delivery at least once-a-week to small community libraries.

TITLE Adult Basic Education Media Recruitment R-6

CONTACT Kathleen K. Thiel (216) 529-4240
Coordinator, Adult Basic Education
Euclid City Schools
1456 Warren Road
Lakewood, Ohio 44107

OBJECTIVES

1) To engage an advertising organization to assist in the production of two public service television commercials and one radio commercial in the area of recruitment of Adult Basic Education students.
2) to provide a toll-free telephone number to which interested persons can call in order to obtain information concerning local ABE programs.

DESCRIPTION

1) An advertising agency was engaged to produce two public service television commercials aimed at a) black, inner-city population and b) white, suburban population.
2) The audio portion of the commerical was recorded for local radio use. A toll-free number was incorporated into the television tape, and an answering agency was engaged to refer all interested persons to the nearest local ABE program.
3) All network television stations within the state of Ohio received these public service commercials. Local ABE programs distributed the radio commercial to local stations.

FUNDING

$8,550 September 1980 - September 1981

TARGET AUDIENCE

Rural Residents and Urban Residents

PRODUCT

Television and radio commercials aimed at the inner-city and urban persons.

EVALUATION

Questionnaire on use of ABE commercials was developed.

TITLE Adult Basic Education Linkage Project R-7

CONTACT Janet R. Graham (412) 323-5837
Project Director
Allegheny Intermediate Unit
Pittsburgh, Pennsylvania 15212

OBJECTIVES

Linkage

1) To establish a comprehensive referral system by: a) identifying public and private agency resources to meet the specific needs of ABE students in the areas of education, occupational training, and social services; and b) developiong an Interagency Linkage Handbook for use by ABE staffs, students, and cooperating agencies and groups.
2) To train ABE staffs and representatives from cooperating groups in the workings of the interagency referral system and in the use of the Interagency Linkage Handbook.

Outreach

1) To expand and diversify sources from which ABE clientele are referred by: a) familiarizing appropriate agency staffs with available ABE services in Allegheny County; and b) utilizing and expanding informal communication networks in the community.
2) To determine the feasibility of establishing future classes at nontraditional learning sites for underserved, eligible ABE students.

DESCRIPTION

The project consists of linkage and outreach components and employs the following methods: mass mailings to agencies and organizations; news releases; radio and television PSAs; in-person distribution of flyers and brochures; on-site visits to agencies; visits to ongoing adult classes; telephone contacts; development of a directory of local ABE, GED, ESL, vo-tech training, and social services; information and referral; and needs assessment of future ABE services.

FUNDING

$37,243 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE); Counselors; Volunteers; and Social Service Personnel

PRODUCT

ABE Linkage Directory will list ABE, GED, ESL, vocational-technical training, and selected support services in Allegheny County, Pennsylvania. It will be useful primarily for agencies and programs providing information and referral of adults to these kinds of services. The Directory will be available June 1981 from AdvancE, Pennsylvania's adult education clearinghouse.

EVALUATION

Evaluation instruments are: a) log of contacts made; b) questionnaire regarding format, design, accuracy, and usefulness of the Directory; c) questionnaire regarding training in use of the Directory; d) log of requests for information from potential clients (how many, type of information, referral source, etc.); and evaluation of usefulness of needs assessment survey.

TITLE Toll-Free Adult Education Hot-Line R-8

CONTACT Jim Morgan (817) 322-6928
Director
Region IX Education Service Center
Wichita Falls, Texas 76305

OBJECTIVES

1) Increase program participation of adults working below the 12th grade level and to determine whether such a system is feasible and practical for statewide application.
2) To increase visibility and accessibility of adult education programs.

DESCRIPTION

1) Preparation of a hot-line manual and submission to participating co-ops.
2) Preparation of publicity packets for co-op usage (posters, video-tapes, etc.).
3) Hiring and training of bilingual operator.
4) Operation of hot-line will provide referral service to all calls relating to adult education (ABE, ESL, GED, CBAE, high school diploma, etc.).
5) Local co-ops where call is made will be sent related information for follow-up and documentation.
6) Project results will be gathered, reviewed, analyzed and disseminated by quarterly evaluation reports.

FUNDING

$14,873 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (All) and Classroom Teachers

PRODUCT

A publicity and recruitment guide; needs assessment chart; publicity audio-cassettes (PSAs); and video-tape cassettes (PSAs).

EVALUATION

Evaluation by a) total number of inquiries, b) total number of referrals; c) total number of enrollments, d) total number of GED registrants, and e) total number of GED recipients.

STAFF DEVELOPMENT

S-1

TITLE Arizona Teacher Training and Staff Development Program

CONTACT
Jerome King (602) 792-8695
Director
Pima County Adult Education Program
Tucson, Arizona 85701

OBJECTIVES

The major objectives of this special project include:

1) A series of practical and customized one day workshops for rural ABE teachers conducted on-site and based on a specific needs assessment of that program.
2) A two-part state workshop on adult learning disabilities conducted by Ms. Laura Weisel, a nationally recognized expert in the area of adult learning.
3) A third state workshop on competency based instruction by a leading California adult educator, Ms. Elna Dimock.

DESCRIPTION

The project plan included:

1) A series of intensive, on-site workshops by expert ABE teachers designed to meet the specific training needs of Arizona ABE teachers as expressed through needs assessment input and discussion.
2) Follow-up of these workshops via further on-site consultations, telephone conferences, and "idea" newsletters made up of teaching tips.
3) Further staff development of Arizona's ABE teachers through implementation of three statewide workshop seminars designed to focus upon the developments in adult education, especially in the areas of adult learning disabilities and innovative applications of competency-based ABE instruction.

FUNDING

$23,469 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

For projects desiring to implement their own staff development and teacher training programs, the final activity report and project evaluation may prove to be a useful guide. This document to be available in August 1981.

EVALUATION

Evaluation of this project was conducted in two ways:

1) Through detailed workshop survey feedback questionnaires completed by workshop participants, upon which future training workshop formats were revised or redesigned as warranted.
2) Through a detailed general project evaluation performed by an independent outside evaluator noted for her experience in adult education at both the ABE and university level.

TITLE Applications of Video in ABE Programs S-2

CONTACT Jerome King (602) 792-8695
Director
Pima County Adult Education Program
Tucson, Arizona 85701

OBJECTIVES

The major focus of this project has been to:

1) Investigate the applicability of video recording and production in the instructional areas of ABE, ESL, and GED.
2) To develop innovative video instructional and teacher training materials in each field of investigation.
3) To disseminate findings and materials to interested ABE teachers and programs.

DESCRIPTION

Project implementation included:

1) Linkage with community media resources to facilitate program oriented video production, to aid in teacher training in the use of video equipment, and to develop methods to utilize video instruction opportunities coming into play in the area of local cable television services.
2) Linkage with other state ABE programs for the development and use of video materials techniques, and equipment.

FUNDING

$8,100 December 8 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

Project report and preliminary analysis of video applications will be available for dissemination in August 1981.

EVALUATION

Evaluation of this project has been informal and subjective in terms of determining the effectiveness and impact of video media in the ABE classroom. To date, the project is less than six months old, and measurement of attitude change, teacher effectiveness, and learner response awaits future analysis.

TITLE Develop a B.S. Degree Curriculum in Adult Education

S-3

CONTACT Dr. Thomas Brady
University of Arkansas at Pine Bluff
Department of Secondary Education
Pine Bluff, Arkansas 71601

OBJECTIVES

1) To proceed most vigorously with the final implementation of the degree program in adult education here at UAPB.
2) To strengthen the course offerings in adult education here at UAPB.
3) To develop and implement a series of "Professional Non-Credit Activities" in an effort to strengthen and maximize the success of the Adult Education Teacher Training Programs at UAPB.

DESCRIPTION

1) The director will teach a minimum of 12 hours in adult education. He will develop syllabi for each course.
2) He will supervise student teachers who wish to gain field experiences necessary for certification.
3) The director will publish, summarize and evaluate methods, procedures and objectives of the projects at specific intervals.

FUNDING

$36,510 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Counselors; and College Students

EVALUATION

1) Number of students enrolled
2) Community interest
3) Surveys
4) Visitation in schools
5) Courses requested by in-service teachers
6) Review of the degree plan/proper authorities

TITLE University of Arkansas Adult Education Project S-4

CONTACT Dr. Rhonda L. Harvey (501) 575-4407
Associate Professor of Adult Education
University of Arkansas
Fayetteville, Arkansas 72701

OBJECTIVES

1) Continue offering the master's and specialist degrees in adult education.
2) Continue efforts to obtain approval of a doctoral program in adult education.
3) Offer courses in adult education that will satisfy certification requirements whether an adult educator wants a degree or not.
4) Assist local adult education programs with specific problems they may encounter relative to teaching adults.
5) Assist the Adult Education Section of the Arkansas Department of Education with problems they may encounter in administering the statewide program.
6) Assist with non-credit workshops and conferences when appropriate.

DESCRIPTION

The staff development activities conducted by the University of Arkansas included non-credit workshops and conferences for credit. Various techniques were used including lectures, group discussions, buzz sessions, panels, brainstorming, demonstrations, etc.

FUNDING

$29,250 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; and Counselors

EVALUATION

This project is evaluated in conjunction with all of the 310 Projects in the state of Arkansas by an outside evaluator—the contract being awarded by the Adult Education Section of the Arkansas Department of Education. The results of the evaluation should be available in that document.

TITLE Teacher Training: Adult Education Concentration S-5

CONTACT Joyce Clark (501) 367-6811, ext. 85
University of Arkansas at Monticello
Monticello, Arkansas 71655

OBJECTIVES

Provide courses leading to the certification of teachers in adult education.

DESCRIPTION

Course included lectures/discussions, research and reporting, field trips, independent activities, projects, resource persons, and hands-on experiences. Development of materials and questionnaires was included.

FUNDING

$5,652 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Undergraduates and Graduates

PRODUCT

Syllabi and handouts for coursework.

EVALUATION

15 persons were enrolled in two courses and received credit. Evaluation of the teacher was part of the fall course, and the results are a part of the personnel record.

S-6

TITLE Diagnostic Placement with Recommended Teaching Procedures in Adult Education-Teacher Training Workshop

CONTACT Barbara Hinton (501) 443-1788
GED Instructor
Adult Education Department
Northwest Vocational Technical School
Fayetteville, Arkansas 72701

OBJECTIVES

The primary purpose of the workshops was to provide ABE/GED teachers and supervisors in Northwest Arkansas with practical experience in the procedures involved in diagnosis and prescription relative to teaching undereducated adults.

DESCRIPTION

Workshops were held in the adult education classroom at Northwest Vo-Tech, Springdale, Arkansas on three "weekend" sessions (Friday and Saturday). These sessions consisted of approximately 48 hours of instruction, plus outside research. Workshop content revolved around the use of diagnosis and prescription relative to ascertaining the educational needs of undereducated adults in the areas of reading, math and English grammar. Specifically, it covered: a) type of diagnosis, b) informal and formal methods of diagnosis, their advantages and disadvantages and appropriate usage of each, c) recommended diagnostic instruments, d) administration and interpretation of the instruments, e) proper placement of students, f) prescription of individualized programs, g) appropriate teaching materials and methods, and h) progression/recycling procedures.

FUNDING

$8,402 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (Adult Education)

EVALUATION

Participants were required to administer the test battery to three of their own students and prepare case studies on all three. One of the three students was to be tutored and a log kept of these sessions. A final consisting of grading and interpreting five of the diagnostic tests was administered. workshop evaluation sheets were given out to participants during the final workshop session and follow-up evaluations were mailed to participants five months after the final workshop to measure usefulness of the workshops.

TITLE The Implementation of Individualized Programs for Adult Learners S-7

CONTACT Calvin Johnson (501) 569-3214
Associate Professor
University of Arkansas
Little Rock, Arkansas 72204

OBJECTIVES

1) To assist several teachers, counselors, and administrators in understanding the concept of Individual Program Plans.
2) To provide orientation to the implementation process of Individual Program Plans.
3) To disseminate the information to other adult educators utilizing the teachers to assist others in their respective areas when desired.

DESCRIPTION

This project involved approximately 30 participants selected from the adult education centers in the centrally located areas surrounding Little Rock. The participants were full and part-time teachers (adult educators) including those teachers that participated in the first phase of the IPP program. A series of workshop sessions were held to orientiate the teachers to the IPP process.

FUNDING

$225. July 1; 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (Program)

PRODUCT

As a result of this project a handbook will be developed describing the approach to individualizing programs for adult learners. The handbook will be available after June 26, 1981. There will be no cost involved as long as the as the initial supply lasts. An additional cost thereafter will be for the printing cost.

EVALUATION

Adult education teachers were provided an opportunity to participate in the actual implementation of individual programs, working through many of the perceived problems. This project represented Phase II of individualizing programs for adult learners.

TITLE Special Critical Needs Grant S-8

CONTACT Muzetta M. Thrower (707) 446-9329
No. Vice-President/Project Director
California Adult Basic Education League
Vacaville, California 95688

OBJECTIVES

To provide for funds to be made available to develop mini-conferences at the local level. These mini-conferences will have as their focuses:

1) Upgrading teachers' competencies in the Adult Basic Education field.
2) Upgrading teachers' competencies in the area of English as a Second Language.
3) Training in recognizing symptoms of 'teacher burn-out' and learning how to cope with it.
4) Training in the role of the Administrator and Counselor in Adult Education.

DESCRIPTION

1) The staff development project utilized the organizational abilities of staff throughout the state in the area of ABE, and utilized the services of recognized professionals in the field of Adult Basic Education.
2) Local groups of Adult Basic Education teachers organized and presented mini-conferences in the area of Adult Basic Education. The following mini-conferences were funded entirely or partially by CABEL: a) Tulare Adult School—Competency Based Education; b) Long Beach School District —"Strictly for Adult Education Addicts"; and c) Pajaro Valley Unified School District—"Turning Adult Students on to Active Citizenship."

FUNDING

$3,000 August 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Classroom Teachers; Administrators (Adult Education); Counselors; Volunteers; and Paraprofessionals

EVALUATION

All mini-conferences sponsors submitted an evaluation component before their project was approved. They then submitted completed overall evaluations after the conference in order to be funded.

TITLE Delaware Adult Educator's FAIR; S-9
Outreach to the Handicapped Adult

CONTACT Ann Sklut (302) 428-0555
President
Rivers & Hammell Organizational Consultants
Wilmington, Delaware 19899

OBJECTIVES

1) To administer a needs assessment in beginning of project.
2) To publish a quarterly newsletter.
3) To establish "Outreach to the Handicapped Adult" pilot project.
4) To organize a planning committee.
5) To convene a statewide dissemination conference called the "FAIR."

DESCRIPTION

1) "Outreach to the Handicapped Adult" is an exciting opportunity to meet the needs of an underserved adult population. Rather than develop a new, separate program, this design utilizes already existing programs and staffs. The State Facilitator will serve on the work group.
2) The "FAIR." Since a majority of the adult education personnel is part-time, their resources are limited in identifying the kinds of improved practices and products they need to adopt/adapt. The FAIR gives them the opportunity to put this into a perspective for themselves; the book vendors exhibits allows browsing of materials; and presentors become aware of the services provided by adult educators.

FUNDING

$27,542 October 1, 1980 - July 1, 1981 (Continuing Project)

TARGET AUDIENCE

Minority Ethnic Group (Indian, Oriental, Hispanic); Handicapped (Physically & Mentally Retarded); Educational Level (0-12); Adults with Limited English Language Skills; and All ABE Personnel

PRODUCT

The data analysis for the pilot project should be completed by July 30, 1981. It will be then submitted to JDRP. The informational card to be used in our personal visits will be completed by June 30, 1981. We will be happy to forward a sample.

EVALUATION

1) The FAIR--The data from last year's evaluation and this year's needs assessment plus verbal input from the Delaware Adult/Community Education Administrators are the basis for designing the program and content for this conference.
2) The Newsletter--The editorial policy of this paper invites input, critiques and guest articles.
3) The Pilot Project--The "I Can" curriculum focuses on skills for independent living of institutionalized mentally retarded persons. A pre- and post-test will be administered to determine the effectiveness, impact and changes resulting from this intervention.

TITLE Project Crossroads:
Organizing Polk's ABE Program

S-10

CONTACT Earl K. Stokes (813) 534-1511
Supervisor of Adult Education
Polk County Adult Education Program
Bartow, Florida 33830

OBJECTIVES

The major objectives are to: provide in-service for county ABE personnel; write an ABE curriculum guide; write an ABE program guide; and set up a countywide volunteer tutoring program.

DESCRIPTION

The methods for each objective include:

1) Having in-service on program guide (completed November 1980) and in-service on curriculum guide.
2) Doing the majority of the work on the curriculum guide in a three week workshop during the summer of 1980 and completing the guide during the 1980-81 school year.
3) Write the program guide during the above-mentioned three week workshop.
4) Hiring a part-time person to recruit and train volunteer tutors for the ABE programs throughout Polk County.

FUNDING

July 1980 - July 1981

TARGET AUDIENCE

Minority Ethnic Group (Black); Educational Level (Below 8th Grade); Immigrants; Adults with Limited English Language Skills; Classroom Teachers; Administrators (ABE Department Heads); and Volunteers

PRODUCT

There will be two guides developed from this project:

1) The Program Guide will be for use by teachers and tutors. Its purpose includes giving an overview of the county ABE program, listing agencies helpful to ABE students, and providing hints to teachers for working with ABE students.
2) The Curriculum Guide will be for use by teachers, tutors, and students. It will provide objectives for all of the ABE program, pre-tests and post-tests for each objective, and materials to teach each objective. Also included will be a bibliography of library books suitable for use by ABE students.

These guides will be for use by individuals throughout Polk County in the ABE programs. The Program Guide is completed and has been disseminated throughout Polk County. There are 20 copies which can be given away. Additional copies would cost $2.00. The curriculum guide will be finished by July 1. Each county throughout Florida will receive a copy. Additional copies would cost $5.00.

EVALUATION

The project will be evaluated both quantitatively and qualitatively. Quantitatively, the attendance for the 1980-81 school year will be compared with the 1979-80 school year in the ABE classes. Also, the number of tutors trained and working in the ABE program will be compared with previous years. Qualitatively, the attitudes of students and teachers will be compared with previous years. Upon completion of the curriculum guide, it will be tested on the students from throughout the county.

TITLE South Idaho ABE Staff Development S-11

CONTACT W. H. Tucker, Ph.D. (208) 236-2496
Assistant Professor
Idaho State University
Pocatello, Idaho 83209

OBJECTIVES

1) Graduate course offerings for teachers.
2) Development of individual course of study which will, if successfully completed, meet integral requirements of a degree.
3) Director, teacher, teacher-aide awareness of competency-based adult education.
4) Assistance in implementing competency-based adult education programs in Idaho.
5) Provide teachers education for individualized adult education instruction.
6) Provide teacher education programs for each area learning center's staff and individualized staff development service for outlying programs.

DESCRIPTION

1) Field based graduate courses.
2) Workshops using sound/slide presentations, demonstrations of computer assisted instruction.
3) Video tape course.
4) Region X summer workshop participation.

FUNDING

$26,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Directors)

TITLE Idaho Staff Development Program

CONTACT Dr. James L. Black (208) 885-6556
Associate Professor, Adult Education
University of Idaho & Idaho State University
College of Education, University of Idaho
Moscow, Idaho 83843

OBJECTIVES

1) Provide technical assistance and consultation for local, state, and regional in-service.
2) Assist in organizing graduate and undergraduate courses for those desiring programs with an adult education emphasis.
3) To plan and teach courses on campus and at ABE centers as an in-service training option.
4) Participate in Region X Staff Development Consortium and Idaho ABE Administrators Council activities as requested.
5) Submit monthly schedules of staff development activities.
6) Promote awareness of competency-based adult education and its implementation in Idaho's programs.

DESCRIPTION

The staff development coordinators plan, in cooperation with the six area ABE Program Directors, staff development activities that relate to needs identified at the state and local levels. Activities conducted in relation to identified needs include: a) a State ABE Teachers Summer Conference, held prior to beginning of fall programs; b) each area ABE center conducts orientation sessions with center staff and teachers from satellite programs, explaining program procedures; methods, materials, and techniques of instruction; and general professional updating; c) special workshops and programs are planned throughout the year on topics identified as being "on the cutting edge" in adult education, e.g., competency-based adult education, adult learning disabilities, volunteer training, refugee programs, ESL, etc.; d) graduate level courses in adult education offered on campus and at the area ABE center for those desiring either non-credit instruction or credit toward a planned degree in adult education; and e) technical assistance and consultation provided as needed and requested at the area ABE center and for satellite program staff.

FUNDING

$46,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Directors); Volunteers and Teacher Aides

PRODUCT

"Psychology of Adult Learners", two correspondence study credit courses written by the University of Idaho Coordinator and available from the Correspondence Study Office, University of Idaho, Moscow, Idaho 83843

EVALUATION

The effectiveness of the staff development program is measured in several ways. Although the activities of the staff development coordinator, in providing technical assistance and consultation, are difficult to measure, the number of telephone calls, letters of correspondence, and personal visits to ABE staff would be evidence of this service.

Graduate programs for persons in the field of adult education and related areas of vocational education and home economics have been developed, offered, and revised, in order to provide in-service training and degree direction. Correspondence study courses have been prepared and offered to those who find it extremely difficult to come on campus or to an area ABE center. Enrollment data are indicators of the extent of these course offerings and degree participation.

Monthly schedules of proposed staff development activities and resumes of previous months activities have been submitted to the State Adult Education Coordinator and to the University of Idaho Division Director.

TITLE Counseling-Learning Staff Development for ABE Teachers

S-13

CONTACT Brenda McCarron

(815) 747-3071

Project Director
Counseling-Learning Institutes
P.O. Box 383
East Dubuque, Illinois 61025

OBJECTIVES

To raise awareness of ABE teachers of learning blocks in adult learners, specifically within ABE programs.

DESCRIPTION

1) Training workshops—minimum of two days
2) Use of Counseling-Learning approach to education which includes: cognitive counseling, small groups, role-playing, and videotaping, etc.

FUNDING

$55,000 September 1, 1980 - June 30, 1981 (Continuing to June 1982)

TARGET AUDIENCE

ABE Teachers

EVALUATION

1) Personal evaluations from staff.
2) On-site follow-up visits and videotape of ongoing classroom activities.
3) Evaluation of interaction between teachers and students.

TITLE Region I Adult Education Service Center S-14

CONTACT Ronald M. Cervero (312) 924-0743
Associate Project Director
Northern Illinois University
Chicago, Illinois 60609

OBJECTIVES

1) To encourage a program planning approach to staff development.
2) To encourage leadership development among local program personnel.
3) To encourage quality and effectiveness in Title XX programs.
4) To increase and encourage literacy efforts that reach those adults with severely limited literacy skills.
5) To encourage innovations in the delivery system to reach the "stationary poor."

DESCRIPTION

We provide services through visitations, newsletters, program consultation, workshops (regional and local) and formal graduate study.

FUNDING

$76,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE/GED); Counselors; Volunteers; and Paraprofessionals

PRODUCT

This year we have developed two products: a) a pre-service manual for literacy programs, which can be to orient new teachers, and b) a handbook designed to help ABE/GED teachers evaluate materials for use in their classroom.

EVALUATION

We ask for participant reactions to all of our workshops and conferences. No specific evaluation was done for any of the five objectives.

TITLE Adult Education Service Center--Region II

CONTACT Dr. Phyllis Cunningham (815) 753-1448
Project Director
Department of Leadership and Educational Policy Studies
Northern Illinois University
DeKalb, Illinois 60115

OBJECTIVES

Project designed to provide:

1) Staff development primarily to over 800 full and part-time instructors and administrators in adult education through workshops, conferences, graduate courses and special programs.
2) Materials and curriculum specialists who can consult with practitioners.
3) A dissemination system (i.e., bi-monthly newsletter, exhibits, administrative councils, ERIC computer searches).
4) Coordination of local staff development and adult education graduate courses and programs.
5) A circulation collection of over 6,000 materials available for one month loan including ABE, GED, ESL and constitution instructional material plus 23,345 materials for use on campus in our center, also placement, diagnostic and achievement tests.

DESCRIPTION

1) Conducted four seminars for program administrators to assist them in developing long-range staff development plans, conducted graduate class in Adult Education Administration, continued on-site contacts by Region II AESC personnel.
2) Conducted nine regional workshops to meet identified needs; dissemination information regarding workshops and graduate courses in ACE.
3) Conducted four regional advisory council meetings; published six newsletters; implemented system for monthly on-site contact with local program personnel.
4) Published and disseminated bibliographies of audio-visual and print materials to be used by local programs; conducted weekly displays of exemplary materials available to local programs.

FUNDING

$56,000 July 1, 1980 - June 30, 1981 (Continuing to June 1982)

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

EVALUATION

Four workshops were well attended; evaluations returned were favorable. Fall regional workshop was well attended; very good evaluations: a) 28 special guests—all responded and had favorable comments, and b) endorsement of adult education by two legislators attending workshops.

TITLE Project ACCESS, Illinois Region III
Adult Education Service Center

S-16

CONTACT Mary Helen Davidson (217) 525-3249
Coordinator
Springfield School District 186
Springfield, Illinois 62704

OBJECTIVES

To provide services in the areas of staff and curriculum development, materials evaluation and selection, and regional communication.

DESCRIPTION

Program visitation, planning and conducting workshop activities around the identified needs of regional adult education practitioners, responding to individual service requests, information sharing, professional and classroom materials updating, publishing a regional newsletter four times during the year, maintaining a limited lending library of professional, classroom materials, i.e., ABE, GED and APL.

FUNDING

$56,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Education Programs); Counselors; Volunteers; and Paraprofessionals

PRODUCT

The activities and suggestions of evaluation presented in the handbook "Self-Concept Enhancement: A Teacher Handbook for Adult Educators," are offered to assist classroom teachers in developing an appropriate self-esteem enhancement component to the existing academic curriculum.

The project's yearly written plans and yearly final reports are filed with the Illinois State Board of Education, Adult and Continuing Education Section, 100 North First Street, Springfield, Illinois.

TITLE Illinois Region IV Adult Education Service Center

CONTACT Gerri Gerhardt (217) 384-3633
Coordinator
Urbana Public School District #116
Brookens Bldg., Rm. 123
1776 E. Washington
Urbana, Illinois 61801

OBJECTIVES

1) To determine the needs of adult educators via continuous needs assessment.
2) To provide services to adult educators relative to assessed needs.

DESCRIPTION

Continuous needs assessment is conducted by means of an annual mail survey of the target population, advisory committee meetings, individual and group consultation. Need assessment instruments are developed on the basis of advisory committee recommendations. The adivsory committee is comprised of Adult Basic Education teachers and administrators and representatives of social service agencies. Professional development opportunities offered include: local, area, and regional workshops developed in cooperation with Adult Basic Education programs; bi-monthly newsletter; information on materials available; and telephone and on-site consultative service.

FUNDING

$56,000 July 1, 1980 - June 31, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; and Paraprofessionals

PRODUCT

Bi-monthly newsletters

EVALUATION

Evaluation by users of services; self-evaluation.

TITLE Region V Adult Education Service Center

CONTACT Dr. Charles E. Greer (618) 453-2418
Coordinator
Southern Illinois University at Carbondale
Department of Educational Leadership
Carbondale, Illinois 62901

OBJECTIVES

1) To provide for the staff development needs of Region V Adult Basic Education personnel through: workshops, seminars, newsletters and professional growth planning.
2) To provide consultative services in response to felt needs.
3) To maintain a resource center for curricular and professional needs.
4) To provide assistance with local project research efforts.
5) To encourage the sharing of innovative techniques developed within the Region.

DESCRIPTION

1) During the present funding year the Region V Center has provided for staff development through: regional workshops, management seminars, teaching skills seminars, local workshops, newsletters, and the dissemination of special reports, articles, bibliographies and position papers.
2) In-depth professional growth has been encouraged through professional growth planning on an individual and group basis.
3) Program sites are visited as frequently as possible to facilitate consultation and recognition of special problems.

FUNDING

$56,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Program Directors); and Counselors

PRODUCT

The project responds to special requests from local projects and produces materials for use in workshops and for consultative purposes. The Center does not have as a function the production of materials for use beyond the Region V area.

EVALUATION

External evaluation has consistently been provided by the grantor agency, The Adult and Continuing Education Section of the State Board of Education. All workshops are evaluated by participants and consultants, and the staff of the Center has regular evaluation sessions.

TITLE Pre-Service Training for Teachers of Adult Basic Education

S-19

CONTACT Dr. Esref Delalic
Project Director
Vincennes University Jasper Center
Jasper, Indiana 47546

OBJECTIVES

1) To construct a handbook to be used specifically by teachers and leaders in the Pre-Service Training Program (consisting of a series of workshops).
2) To develop a Model of Teacher Training (a set of workshops for ABE teachers) based on Andragogy--the current theory and technology of adult education.

DESCRIPTION

1) Preparatory activites included: expectations building, information sharing, setting up conditions for successful operation of training activities; also, group decision-making regarding the choice of location, timing, scheduling, food/lodging arrangement. All teachers, paraprofessionals and some counselors from the Vincennes University Jasper Center-delivery system were included in the above activities.
2) Three workshops have been held in this order: a) Andragogy Workshop (on basic concepts, competencies and skills in Andragogy) covered: climate setting; theoretical framework of Andragogy; self-directed learning; and contract learning; b) APL Training Workshop covered competency-based education concept as applied by the Adult Performance Level Project; reading materials constructed by Project Decide, and a variety of teaching practices and materials geared to the new curriculum designed to meet the needs of undereducated adults; and c) Model-Building Workshop to test out the adequacy of what the participants have been through in the two workshops so they can build a model out of this experience to be used for pre-service teachers across the state. In this workshop, the participants were consultants, and their purpose was to help develop a final stage.

FUNDING

$36,540 July 1, 1980 - June 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (TRIO, CETA, etc.); Counselors; Volunteers; and Paraprofessionals

PRODUCT

The model and handbook are two inseparable parts. The model is described in the handbook. The handbook becomes a primary resource for pre-service teachers of Adult Basic Education and workshop leaders. The contents of the handbook will include: a) Introduction with purpose, definitions, assumptions about learners and learning, organisation of the handook; b) preparatory activities; c) process design for the workshops; d) inquiry units; e) resources; f) bibliography; and g) appendices.

The projects will be made available by the Division of Adult and Community Education, Department of Public Instruction, State Office, Indianapolis, Indiana, probably by the end of July 1981.

EVALUATION

Formative evaluation was conducted orally upon completion of workshop one and workshop two. Participants responded to three questions (What do you think you have learned in this experience? How do you feel about the process used? What suggestions would you like to make regarding the next workshop?) Their feed-back was recorded by a volunteer including pro- and con-statements.

Summative evaluation was done in writing upon completion of third workshop. An instrument was designed for this purpose covering six questions. Additionally, the third workshop was evaluative by its nature (the sessions of the two workshops were critically reviewed to find out what could have been done differently). The two efforts helped us gather a handsome volume of qualitative data. All suggestions from the participants/consultants were carefully analyzed and considered, and modifications in the model that came as a result of these suggestions have been incorporated in the final design that is now shaping up in the form of a handbook.

Finally, the fourth workshop will be conducted upon completion of the handbook draft to engage ABE directors and teachers in giving their reactions to the product.

TITLE Dissemination/Implementation of ABE Teaching/Learning Management System S-20

CONTACT Ann P. McDermott (812) 336-6831
Adult Education Coordinator
Monroe County Community School Corporation
Bloomington, Indiana 47401

OBJECTIVES

1) Redesign the teaching/learning management system now being used in Vincennes, Bloomington and Portland (Indiana).
2) Implement the system in four ABE programs in the state.
3) Conduct six regional workshops to provide a comprehensive overview of the system.

DESCRIPTION

1) This project refined the existing teaching learning management system now in use in selected Indiana ABE programs. A new format was designed to simplify the system for easier use. This flexible system allows a teacher to individualize instruction for levels 0-GED in the same class.
2) On-site training for teachers in four programs occurred during the funding year. The training in the system was conducted on-site rather than at workshop. The training was done on-site in order to assist teachers with adoption of the system while they worked with their students.
3) Regional workshops are being conducted to provide all interested ABE teachers and others interested in teaching basic skills with a comprehensive overview of the teaching/learning management system.

FUNDING

$34,929 July 15, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Volunteers; and Paraprofessionals

PRODUCT

The system consists of academic curricula in reading, English and math; also a program administration manual and an instructional manual. These curricular materials are structured for individualized instruction based on diagnosis and prescription for the remediation of specific skills. Since many non-high school graduates reading below a 4th grade level have identifiable learning disabilities, there is a component of the system that includes methods and materials that are appropriate for learning disabled adults. The reading and math components include listing of skills according to grade level with listing of appropriate adult materials that can be used to remediate specific skills. Final report and products will be available through the Indiana Department of Public Instruction.

The population best served with these materials is an adult functioning below a high school level.

EVALUATION

Evaluation results are being finalized. Indications are that teachers perceive themselves as being better able to work with and assist their students. Responses to the workshop indicate that the majority of participants would like to implement the system.

TITLE ABE/Life Skills Project S-21

CONTACT Dee Baxter (316) 268-7825
Director of Continuing Education
School of Continuing Education
Wichita Public Schools
Wichita, Kansas 67204

OBJECTIVES

1) Establish a statewide system of disseminating resources and information.
2) Provide resources for staff development and technical assistance to state ABE programs serving the least educated, most in need students.
3) Provide services to the Wichita ABE, ESL, GED, and APL programs and to area programs to facilitate aid to low-level and special clients.

DESCRIPTION

1) Dissemination occurred through publication of bibliographies and newsletters and through "Materials Sharing" workshops.
2) Staff development workshops were based on an assessment of local program needs and were carried out using methods appropriate to meet those needs. Technical assistance included training teachers to use assessment instruments and materials to serve special populations.

FUNDING

$16,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers

PRODUCT

1) The Skill Box--newsletter for teachers covering techniques and materials.
2) Helping Adults with Learning Problems--collection of articles and references on adult learning disabilities.
3) Promising Practices--annotated listing of successful techniques and practices of Kansas educators; includes contact person to facilitate exchange.
4) Final Report--lists all activities, evaluation of results, and suggestions for future activities.

All products and reports will be completed by June 30. All products and reports will be made available through ERIC Document Reproduction Services.

EVALUATION

The project evaluation form provided by the State Office of Adult Education provides for an overall evaluation of the project. Follow-up forms are provided after each in-service workshop, or technical assistance contact to evaluate individual components of the project. Indicators of success have been increased teacher use of assessment instruments and competency-based life skill materials and increased requests for assistance in serving least educated, most in need students.

TITLE Adult Education Staff Development and Demonstration Project

S-22

CONTACT

Lawrence Moore
Adult Educator Coordinator
Murray State University
Murray, Kentucky 42071

(502) 762-4150

OBJECTIVES

1) To conduct a 30-hour pre-service for eight first-year Adult Basic Education teachers.
2) To conduct six hours of in-service on the topic of "Learning Disabilities in Adults" with delivery to seven sites in two three-hour sessions.
3) To co-host a 15-hour conference for 28 paraprofessionals and six assistant learning center coordinators.
4) To co-host a 15-hour conference on the techniques of teaching sign language for approximately 20 sign language teachers from West Kentucky.
5) To conduct a third annual adult education awards and recognition ceremony.
6) To disseminate packets of "How-To and Why" information concerning adult education ceremonies.
7) To offer graduate level courses in adult education for 20 ABE educators in Western Kentucky.

DESCRIPTION

Four components are included: pre-service and in-service are provided for ABE staff; demonstration and outreach activities focus on an adult education ceremony, with a booklet disseminated to all Kentucky superintendents and the 50-state directors of adult education, and two conferences have been held. The first for homebound instructors and paraprofessionals, and the second, a three-day workshop for Kentucky Deaf and Sign Language instructors. The fourth component is a college credit program for adult education personnel, with a delivery in clusters near their work stations. With the exception of the third-year adult education ceremony for the 18 school districts in this region, all objectives outlined in this project have been completed.

FUNDING

$45,345 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Supervisors); Counselors; and Paraprofessionals

PRODUCT

"A Guide to Planning, Coordinating and Conducting an Adult Education Ceremony" handbook has been sent to every state director of adult education. Can best be used by administrators of adult education. The guide is available free of cost (supply limited).

EVALUATION

Pre-service, in-service and the paraprofessional conference were evaluated by participant response on a rating scale.

TITLE Competency-Based Education and Learning Disabilities Development/ Training Program for ABE Personnel S-23

CONTACT
C. J. Bailey (606) 783-2289
Coordinator, Adult Education Training Project
Morehead State University
Morehead, Kentucky 08822

OBJECTIVES

1) Orientation and individualized instruction training workshop for new ABE teachers.
2) New paraprofessional workshop.
3) Spring paraprofessional conference.
4) ABE credit training.
5) Adult Learning Disabilities in-service training.
6) Kentucky's ABE Deafness and Sign Language training.
7) Adult learning disabilities vs. adult value clarification vs. adult personalities vs. style of learning instructional techniques and materials—pilot workshop.
8) Kentucky state evaluation plan.
9) Dissemination and technical assistance.

DESCRIPTION

The training components identified above are conducted via workshop, conference, regional in-service training and formal graduate courses. The developmental components and dissemination activities are carried out via an "informal" networking system with the SDE, other 310 projects and local program and cooperating agencies which compliments the scheduled meetings for progress, report and planning of component activities.

FUNDING

$92,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Supervisors & Learning Center Coordinators); Counselors; Volunteers; and Paraprofessionals

PRODUCT

1) "A Computerized Evaluation and Data Collection System"--To be used by state departments as system for collecting student enrollment and separation data and staff information for use in evaluation and statistical report to USOE. This system is accompanied by an implementation guide. Final product should be ready by 1982 (preliminary product is available).
2) Evaluation and Analysis of the Kentucky Paraprofessional Home Instruction Program: A Study--This study is geared toward administrators and trainers interested in initiating such a delivery system and need data to decide. First phase is available; second phase will be to incorporate the study into a step-by-step implementation guide to home instruction.

All are free as long as supplies last.

TITLE Adult Education Staff Development S-24

CONTACT A. Nye Bemis (207) 780-5326
Director
College of Education
University of Southern Maine
Gorham, Maine 04038

OBJECTIVES

1) To obtain input regarding staff development needs in adult education throughout the state as an ongoing process throughout the academic year.
2) To identify resource people in the state for staff development activities and referrals.
3) To promote a high level of communication through all facets of the program.
4) To expand and strengthen existing delivery system for implementation for local educational agency, region and state in 1980-81.
5) To provide three one-week institutes in community education during the summer of 1981.
6) To provide services to adult vocational education personnel.

DESCRIPTION

1) Continue with use of needs assessment instrument (revised). Visit programs and assist them with the assessment process. Return data regarding identified local staff development needs.
2) Divide state into regional clusters of programs for sharing activities. Identify a resource bank of expertise to use in each cluster as well as throughout the state of Maine.
3) Establish a mailing list of persons with an active interest in adult education activities through the state of Maine. Disseminate a newsletter and other communication to over 4,000 people.
4) Coordinate and maintain active communication with appropriate agencies, organisations and programs throughout the state of Maine. Cooperate with the Division of Adult and Community Education State Department of Educational and Cultural Services. Attend workshops and conferences to maintain competence. Maintain collection of resources for workshops and/or program use. Coordinate efforts with the Masters of Adult Education program at the University of Southern Maine. Offer field-based mini-courses in each of 25 regional clusters across the state. Act as primary or supportive resource for workshops as needed statewide.
5) Coordinate three three-day regional summer institutes.
6) Cooperate with vocational education staff development personnel and plan together for more effective delivery.

FUNDING

$89,800 September 1, 1980 - August 31, 1981 (Continuing Project)

TARGET AUDIENCE

Classroom Teachers; Administrators (Local Directors); Counselors; Volunteers; and Paraprofessionals

PRODUCT

Products include: adult directors handbook, media presentation for public, historical paper on the development of adult and community education in Maine, newsletters, field-based delivery mode, collaborative effort of LEA, SEA, and IHE, and needs assessment questionnaire.

At the end of the 1980-81 contract year the following will be available through the Adult Education Staff Development office: a) revised needs assessment instrument, and b) reports of year's accomplishments.

EVALUATION

Evaluation is carried out in the following manner:

1) All workshops/mini-courses are evaluated by participants formally or informally.
2) The steering committee acts as a sounding board.
3) The project receives informal feedback by letters and telephone calls from teachers, directors, and State Department of Educational and Cultural Services.
4) A follow-up study on mini-courses delivered in regional clusters is in progress. Participants are responding to a follow-up questionnaire evaluating the effect of the experience in retrospect.

TITLE Needs Assessment and Staff Training for ABE/ESOL Staffs S-25

CONTACT Ronald Schwartz (301) 455-2274
Project Director
University of Maryland - Baltimore County
Catonsville, Maryland 21228

OBJECTIVES

To identify training needs of local ABE/ESOL staffs and to conduct training to meet the identified needs.

DESCRIPTION

1) Develop, pilot, and distribute needs assessment instrument to all ABE/ESOL personnel.
2) Collect and analyze results.
3) Conduct in-service in designated needs areas.
4) Respond to individual ABE/ESOL program needs, i.e., test and instructional materials selection, establishment of ESOL components, assistance to individual teachers.
5) Maintain and distribute sample materials from an ESOL resource center.
6) Provide telephone consultation for specific program needs.
7) Make presentations at state conferences and local in-service.

FUNDING

$45,249 July 1, 1980 - September 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

A state ABE/ESOL staff development needs assessment will be available about June 30, 1981.

EVALUATION

Each in-service session evaluated, logs maintained of local program requests for service, and use made of the ESOL resource center.

TITLE ABE Instructional Materials Workshop--Area II

CONTACT Jerry Webb (601) 773-6152
Director of Vo-Tech Education
Louisville Municipal Separate School District
Louisville, Mississippi 39339

OBJECTIVES

1) To develop among Area II ABE instructors and supervisors an awareness of recently published instructional material.
2) To have workshop participants learn how to utilize instructional materials designed for Level I students.
3) To distribute among participants a current listing of available ABE instructional materials.
4) To have Area II ABE instructors share successful instructional techniques.
5) To have Area II ABE instructors and supervisors become more aware of problems which develop during ABE classes.

DESCRIPTION

1) ABE learning lab instructors from three different labs had an exhibit of instructional materials for Level I, Level II and GED prep students.
2) Area II supervisors conducted a roundtable discussion with area supervisors and instructors in regard to ABE classroom problems.
3) Eight Area II ABE instructors shared with the participants successful techniques they utilized in the ABE classroom.
4) Question and answer period conducted in regard to instructional materials and ABE operating procedures.

FUNDING

$1,775 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Each participant was asked to evaluate the workshop at its conclusion. Areas evaluated were: a) relativity of instructional materials and/or techniques to their particular ABE program; b) convenience of workshop; c) practicality to ABE instructors; and d) physical facilities and location of workshop.

TITLE Special Teacher Training Projects S-27

CONTACT Alma Jo Rayburn (601) 842-5621
Supervisor, Adult Education
Itawamba Junior College
Tupelo, Mississippi 38801

OBJECTIVES

Two teacher training classes were offered to Adult Basic Education teachers who do not meet the certification requirements of the Mississippi State Department of Education. The primary objectives are:

1) To offer a graduate level course in adult education for three semester hours of college credit.
2) The teacher training classes shall consist of a) Methodology of Adult Education, and b) Principles of Adult Education.

DESCRIPTION

Two graduate level courses will be taught on the campus of Itawamba Junior college; one in the summer of 1980 and the second in the spring of 1981. Both courses will be offered by Mississippi State University.

FUNDING

$16,232 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Grades were awarded by Mississippi State University to the participants completing the teacher training class.

TITLE Area II Special Teacher Training Project S-28

CONTACT Will Shelton (601) 327-1112
Supervisor, Adult Education
Golden Triangle Vocational-Technical Center
Columbus, Mississippi 39701

OBJECTIVES

This project was designed to provide a graduate course in adult education to new and experienced ABE teachers, counselors and supervisors who do not meet the certification requirements of the Mississippi State Department of Education. The primary objective is to offer the graduate course, Basic Principles and Foundations of Adult Education.

DESCRIPTION

Mississippi State University offered the graduate course on the campus of Golde Triangle Vocational-Technical Center during the fall of 1980.

FUNDING

$9,411 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Supervisors); and Counselors

EVALUATION

Grades were awarded by Mississippi State University to the participants completing the teacher training class.

TITLE A Teacher Training Workshop
for Adult Education Teachers in District I

CONTACT Jesse Buie (601) 627-3231
Assistant Supervisor
Clarksdale Municipal Separate School District
Clarksdale, Mississippi 38614

OBJECTIVES

The purpose of the Teacher Training Workshop is to provide an opportunity to Delta Area, District I, adult education teachers to meet certification requirements and to become more familiar with the latest methods and principles of working with adults.

DESCRIPTION

The workshop will be taught by a faculty member of Delta State University and will be presented to participants as teachers, who will be teaching and working with adults. The course will be taught on the graduate level.

FUNDING

$6,275 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Three hours of college credit will be awarded to the participants satisfactorily completing the Teacher Training class.

TITLE A Teacher Training Workshop for Adult Education Teachers in District I S-30

CONTACT Archie Simons (601) 453-8566
Administrative Assistant
Leflore County Public Schools
Greenwood, Mississippi 38930

OBJECTIVES

The purpose of the Teacher Training Workshop is to provide an opportunity to Delta Area, District I, adult education teachers to meet certification requirements and to become more familiar with the latest methods and principles of working with adults.

DESCRIPTION

The course or workshop will be taught by a faculty member of Delta State University and will be presented to participants as teachers, who will be teaching and working with adults. The course will be taught on the graduate level.

FUNDING

$6,400 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Three hours of college credit will be awarded to the participants satisfactorily completing the Teacher Training class.

TITLE Area III--Teacher Training

CONTACT Edgar W. Martin (601) 643-5101
Supervisor, Adult/Continuing Education
Copiah-Lincoln Junior College
Wesson, Mississippi 39191

OBJECTIVES

1) To provide an opportunity for "permit" teachers to obtain three hours of graduate credit in adult education toward meeting certification requirements.
2) To acquaint beginning adult education teachers and supervisors with the basic principles and theories for teaching adults as well as methods and materials in adult education.
3) To provide for "a sharing of ideas among participants through group discussions and activities."

DESCRIPTION

1) The teacher training activities will be conducted in six training sessions, Friday nights and Saturdays beginning in July 1980.
2) Schedule will be worked out to meet the needs of participants.
3) The sessions will be conducted at Copiah-Lincoln Junior College with Dr. Jane Ware as instructor. Other members of the adult education staff at the University of Southern Mississippi will assist.
4) Three hours of graduate credit will be granted by the University of Southern Mississippi for satisfactory completion of the sessions.

FUNDING

$5,504 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (Adult Education Supervisors)

EVALUATION

Instructor will conduct evaluation to determine the degree to which the objectives have been met.

TITLE ABE Instructional Materials Workshop--Area II S-32

CONTACT Dr. Eugene Doran (601) 782-7751
Dean of Continuing Education
Northeast Mississippi Junior College
Booneville, Mississippi 38829

OBJECTIVES

1) To develop among Area II ABE instructors and supervisors an awareness of recently published instructional material.
2) To have workshop participants learn how to utilize instructional materials designed for Level I students.
3) To distribute among participants a current listing of available ABE instructional materials.
4) To have Area II ABE instructors share successful instructional techniques.
5) To have Area II ABE instructors and supervisors become more aware of problems which develop during ABE classes.

DESCRIPTION

1) ABE learning lab instructors from three different labs had an exhibit of instructional materials for Level I, Level II and GED prep students.
2) Area II supervisors conducted a roundtable discussion with area supervisors and instructors in regard to ABE classroom problems.
3) Eight Area II ABE instructors shared with the participants successful techniques they utilized in the ABE classroom.
4) Question and answer period conducted in regard to instructional materials and ABE operating procedures.

FUNDING

$1,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Each participant was asked to evaluate the workshop at its conclusion. Areas evaluated were: a) relativity of instructional materials and/or techniques to their particular ABE program; b) convenience of workshop; c) practicality to ABE instructors; and d) physical facilities and location of workshop.

TITLE Staff Development and Teacher Training--Area IV S-33

CONTACT Charles Benton (601) 435-4548
Supervisor, Adult Education
Biloxi Municipal Separate Schools
Biloxi, Mississippi 39530

OBJECTIVES

1) To provide an opportunity for "permit" teachers to obtain three hours of graduate credit in adult education toward meeting certification requirements.
2) To acquaint beginning adult education teachers and supervisors with the basic principles and theories for teaching adults.
3) To provide an opportunity for improved interpersonal relationship between the teacher and learner.
4) To provide for a "sharing of ideas" among participants through group discussions and activities.

DESCRIPTION

University of Southern Mississippi offered the graduate course on the campus of Biloxi Municipal Separate Schools, Michel Educational Center during the winter of 1980.

FUNDING

$8,707 October 24, 1980 - December 6, 1980

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Credit was awarded by USM to the participants completing the teacher training class.

TITLE Needs Assessment of Adult Basic Education Training Needs for Teachers of Adult Education in Montana

S-34

CONTACT Dennis L. Weems (406) 259-3648
Consultant
Casey-Weems, Incorporated
Billings, Montana 59101

OBJECTIVES

Determine:

1) Perceptions adult educators have of their competencies in adult education.
2) Perceptions adult educators have as to the need for additional training in each or several competency areas.
3) Most significant training needs as identified by adult educators.
4) Effect years of experience in adult education will have on the perceived competencies and training needs.
5) Effect that level of education has on the perceived competencies and training needs.

DESCRIPTION

Mail-out and one follow-up of field tested needs assessment instrument. Compilation of returns.

FUNDING

$4,950 December 1, 1980 - June 15, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Education); Counselors; Volunteers; and Paraprofessionals

PRODUCT

Final report to list self-perceived training needs of adult educators.

EVALUATION

The final report is the evaluation.

TITLE Staff Development in Adult Education S-35

CONTACT Eric Strohmeyer (406) 994-4933
Head, Dept. of Educational Services
Montana State University
Bozeman, Montana 59717

OBJECTIVES

Enables people to continue work toward a Master's Degre and also provide training for those new to the field.

DESCRIPTION

1) Weekend workshops in two locations and a two-week conference on campus.
2) Degree work available.
3) Advance publicity and announcement.

FUNDING

$15,891 December 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Education); Counselors; and Paraprofessionals

EVALUATION

Evaluation instruments will be used to obtain information on the course/conference taught to determine the perceptions of the participants of the amount of knowledge they gained from each, to determine the relevancy of the topics covered in each, and to obtain information from the participants for improving the course/conference.

TITLE 1981 Fort Robinson ABE Supervisors' Conference S-36

CONTACT Dr. M. Jane Hunter (308) 635-3606
Director, I.L.C.
Nebraska Western College
Scottsbluff, Nebraska 69361

OBJECTIVES

1) The overall goal of the Fort Robinson Conference was to provide opportunities and experiences for the professional growth and development of ABE supervisors, selected head teachers, and other individuals involved in the education of adults in the state of Nebraska.
2) In an effort to accomplish the overall goal of the conference, the following program objectives were formulated: a) examine and discuss the off-site GED project; b) examine and discuss the learning disabilities of adults; c) examine and discuss the ABE materials evaluation project; d) examine and discuss "Developing Basic Education Programs that Build Self-esteem and Self-confidence" with Dr. Gene Harding; e) examine and discuss items of concern of the State Office of Adult Basic Education; f) provide an opportunity for supervisors, head teachers and others involved and interested in Adult Basic Education to talk among themselves concerning new ideas and concepts, problems and solutions for Adult Basic Education; and g) provide an opportunity for individual participants to intereact with state office personnel.

DESCRIPTION

1) The conference began with dinner on a Sunday evening with curbstone conferences following.
2) The conference continued Monday and ran through Friday noon. The daily schedule was as follows:
   Breakfast with ABE discussion at each table beginning at 7:00 a.m.
   Formal presentations from 8:00 a.m. until 1:00 p.m. (no break for lunch).
   Rest of the day was available for the participants to use as he/she wishes.
3) Site of the conference was an old frontier military fort which has been renovated. A wide variety of activities are available at the fort, making it an attractive site for the participant and his family. Family members were invited at the participant's expense.

FUNDING

$10,750 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Evaluation comments were requested at the close of the conference. There was overwhelming support for the conference. Participants felt it very worthwhile and productive. Content of the presentations and the specific information fulfilled the expressed needs of the participants.

TITLE 1981 Mid-Winter Conference for
Adult Basic Education Supervisors,
Teachers and Aides

S-37

CONTACT Burney J. Bouslough (402) 471-2016
Consultant, Staff Development and
Program Evaluation
Central Nebraska Technical Community College Area
Nebraska Dept. of Education
P.O. Box 94987
Lincoln, Nebraska 68509

OBJECTIVES

To provide staff developmental experiences for Adult Basic Education supervisors, teachers and aides.

DESCRIPTION

Adult Basic Education supervisors met Wednesday, March 4, 1981 from 2:00 p.m. until 11:00 a.m. Friday, March 6. Adult Basic Education supervisors, teachers and aides attended the Adult and Continuing Education Association of Nebraska Conference Friday and Saturday, March 6 and 7.

FUNDING

$7,501 February 11, 1981 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Supervisors); and Paraprofessionals

EVALUATION

Evaluation of the Supervisors Meeting was informally accomplished by the State Adult Education staff. Evaluation of the Adult and Continuing Education Association of Nebraska Conference was accomplished by three graduate students from the University of Nebraska.

TITLE Instructional Materials Project S-38

CONTACT Dr. Jane Hunter (308) 635-3606
Director, Adult Basic Education
and Independent Learning Center
Nebraska Western College
Scottsbluff, Nebraska 69361

OBJECTIVES

The major objectives are to provide textbook information to ABE teachers in Nebraska in the form of a newsletter and to provide a means whereby teachers could exchange ideas or methods that they find helpful in their classes.

DESCRIPTION

Publishers' catalogs are searched for interesting and appropriate books for use with adults. Books are then critically examined and reviews are written. Prices are listed, reading level indicated where applicable, and comments are made concerning subject matter and format. These reviews are then printed in a newsletter called "ABE NEWS" under headings GED, Testing, ESL, Coping, and Basic Skills. There is also a column for editorial notes. General information and announcements of interest are included in this section. We were delighted that Jean Rankin from Sidney consented to write a column entitled "Mathematically Speaking." Jean discusses difficulties in teaching math and suggests possible solutions. This adds another dimension to the "NEWS." The newsletter is mailed directly to all ABE teachers and supervisors in the state at their home addresses where they are sure to receive them. Diagnostic tests and GED readiness tests are also discussed in the "ABE NEWS" when there is something new to report.

FUNDING

$6,100 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; and Volunteers

EVALUATION

1) A postcard will be sent with the April "ABE NEWS" asking to rate the "NEWS" on whether it has been helpful, the content has been interesting, the format is easily read, and how could it be improved. The results will be reported when a sufficient number are returned.
2) Teacher exchange idea has been used only to the extent that Jean Rankin has prepared a column on math teaching methods for each issue.

TITLE 1980 Traveling Seminars S-39

CONTACT Burney J. Bouslough (402) 471-2016
Consultant, Staff Development
and Program Evaluation
Nebraska Western College, Scottsbluff
P.O. Box 94987
Lincoln, Nebraska 68509

OBJECTIVES

The major objective was to provide staff development experiences for ABE supervisors, teachers and aides.

DESCRIPTION

Two seminars were presented across the state of Nebraska for ABE supervisors teachers and aides. The first seminar, entitled "Building Self-esteem and Self-confidence," was given by Dr. Gene Harding. The second seminar, "Adult Basic Education Basics," would be given by Mr. Al Kuper, Nebraska Department of Education.

FUNDING

$11,252 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Informal evaluations from participants indicated overwhelming approval of the methodology and instruction.

TITLE Tuitions S-40

CONTACT Burney J. Bouslough (402) 471-2016
Consultant, Staff Development
and Program Evaluation
Nebraska Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509

OBJECTIVES

To provide opportunities for Adult Basic Education supervisory and teaching personnel to acquire further education in the area of adult education.

DESCRIPTION

Application for tuition assistance is made to the Adult Education Office, Nebraska Department of Education. Courses may be at the undergraduate or graduate level but must be in the area of adult education.

FUNDING

$2,200 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators (ABE Supervisors)

EVALUATION

Individual letters commenting on the instruction are welcomed. Off-campus courses are evaluated through questionnaires.

TITLE Training Teachers of ESL to Adult Students S-41

CONTACT Christine O'Daly (212) 228-1965
Project Director
The Language Teachers' Workshop
New York City, New York 10003

OBJECTIVES

To provide 20 hours of staff development training for teachers of English as a Second Language to adult students in programs funded by the Division of Continuing Education, New York State Education Department.

DESCRIPTION

Two series of three full-day workshops are offered to teachers in various regions of New York state. Series I is open to all ESL teachers in programs funded by SED; Series II is open to those teachers who have completed Series I in previous fiscal years. The participants are involved in a sequence of experiences designed to: a) increase their awareness of elements in the teaching-learning process; b) offer them additional techniques to reach their instructional goals; and c) to change teaching attitudes and behavior. (Note: In regions where there are not sufficient numbers to warrant a full series, as funds permit a single workshop specifically designed for the participants in that area may be offered.)

FUNDING

$20,000 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Volunteers; and Paraprofessionals

EVALUATION

1) For Series I: a) participants complete a preand post-workshop evaluation standardized throughout the state; b) participants complete evaluation of each workshop upon its completion; c) in structured feedback sessions workshop leaders have the opportunity to hear teachers' comments regarding their own insights and growth; and d) workshop leaders evaluate each workshop based on their observations as to its effectiveness in reaching stated goals.
2) For Series II participants complete a standardized evaluation and all the other evaluations stated above for Series I.

TITLE Establish a Regional Development Network in Response to the New York State Continuing Education Needs Assessment Analysis S-42

CONTACT Joseph A. Mangano (518) 455-6271
Research Associate
Two-Year College Development Center
State University of New York at Albany
Albany, New York 12222

OBJECTIVES

The aim of this project is to organize a regional development network through the formation of 10 local planning groups. These planning groups or cabinets will become mechanisms for enhancing effective communication among local program providers, to broaden articulation between local program providers and the Division of Continuing Education, New York State Education Department, and to encourage regional cooperative planning.

DESCRIPTION

A regional network will be developed through the combined efforts of New York State Education Department personnel and program providers with activities facilitated by project staff. Regional cabinet managers, continuing education administrators from the 10 regions will be invited to a workshop and will be responsible to initiate action in their region, and with the assistance of Department personnel and project staff will manage the cabinet's activities.

FUNDING

$24,825 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Administrators (Deans and Directors of Continuing Education)

PRODUCT

A model for developing a statewide network to enhance articulation between provider and user agencies of continuing education.

EVALUATION

By documenting the activities, constraints and successes during the project year and sharing this information with the 10 regional cabinets, the project staff anticipate that these reactivated cabinets will continue after the project year and become viable forces within the regions for ongoing cooperative planning and program development.

TITLE Innovation and Improvement in Teaching ESL and Adult Education S-43

CONTACT Gay Brookes (212) 877-0512
Project Director
Language Innovations, Inc.
122 W. 75th St., New York 10023

OBJECTIVES

To encourage innovation and improvement in teaching ESL and basic skills in already established Title XIII ESL and Adult Education projects in the New York City area.

DESCRIPTION

The project involves running a series of workshops (three or six hours long) on Saturdays and Sundays throughout the year. The titles of the workshops include Life-Coping Skills in Classrooms, Basic Writing, Connecting Reading and Writing, Reading and Reading Materials, Pronunciation and Spelling, and Working with Students of Diverse Abilities in the Same Classroom. In each workshop, material is presented in such a way as to involve participants in discussion, activities, and practices that connect them with what goes on in their students' learning.

FUNDING

$6,990 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers

EVALUATION

During the course of each workshop, time is given to feedback sessions, usually through discussion, where participants share with others what they have gained from the session. So far, one questionnaire was mailed to participants some time after the workshop, to determine what activities had been used with students and how the material was adapted. A final summary evaluation will be mailed out and its purpose will be to give us feedback on the process.

TITLE Pre-Service Program for New Adult Basic Education Teachers and Handbook for Adult Basic Education Directors

CONTACT Dr. Jane K. Vella (919) 737-3592
Assistant Professor
North Carolina State University
Raleigh, North Carolina 27650

OBJECTIVES

Preparation of training resources for Adult Basic Education teachers and directors.

DESCRIPTION

Nine regional seminars were held at which representatives of the 60 ABE programs were invited to provide input about content and form of the training resources. A three-day writing workshop was held at which a small group of ABE personnel produced two handbooks in draft form. Further workshops allowed personnel statewide to edit what had been written. Handbooks were distributed and a final series of five workshops across North Carolina were held for evaluation of the product.

FUNDING

$36,718 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Adult Basic Education Directors); Counselors; and Volunteers

PRODUCT

Orientation handbooks for Adult Basic Education directors and instructors are currently available from North Carolina Department of Community Colleges. A slide-tape presentation will be available July 1981.

The educational services best served by these products are instruction, administration, student recruitment, testing, and counseling.

EVALUATION

Five regional evaluation workshops were held two months after distribution of the handbooks. Representatives of all 60 ABE programs were invited to comment on the content of the handbooks, particularly with regard to errors and omissions. A compilation of these comments was distributed to all programs. Positive feedback on the usefulness of the products was received. No qualitative evaluation was performed.

TITLE Teacher Training S-45

CONTACT Winfred Canant (405) 326-6483
Director
Hugo City Schools
Hugo, Oklahoma 74743

OBJECTIVES

1) To acquaint area administrators with ABE philosophy and concept.
2) To upgrade personnel involved with ABE.

DESCRIPTION

Three sessions will be held during the year with area administrators to update skills in ABE.

FUNDING

$6,215 August 1, 1979 - June 30, 1980

TARGET AUDIENCE

Classroom Teachers; Administrators (Principals and Superintendents); and Paraprofessionals

EVALUATION

The session was evaluated by all participants. The following was on the evaluation: a) organization of presentation; b) extent to which this presentation broadened your information base; c) clarity of presentation; and d) overall reaction to the session.

TITLE In-service ABE Teacher Training Workshop: Recordkeeping and Responsibilities of the ABE Teacher to Adult Learners S-46

CONTACT Ben Baucum 482-0367
Director
Altus Adult Learning Center
Altus, Oklahoma 73521

OBJECTIVES

1) To identify significant portions of the ABE classroll and the performance report in order to successfully finalize these reports.
2) To provide methods to instill confidence in the adult learner.
3) To provide methods of retention of the adult learner.
4) To provide some of the major factors in counseling with adults.
5) To integrate career education with existing ABE materials.

DESCRIPTION

Five consultants, each successful in his field of endeavor, presented materials relating to each of the main objectives listed above. Film-strips, movies, discussions and informal panels were used to present materials.

FUNDING

$6,399 November 2, 1979 - May 31, 1980

TARGET AUDIENCE

Classroom Teachers and Paraprofessionals

EVALUATION

Evaluation of the workshop was in the form of a questionnaire covering each topic and the workshop as a whole. Each participant rated the topic, speaker, and presentation on a scale from 1-10. Of the five objectives the lowest rating was 8.05, the highest 9.33 with an average of 8.97 on the scale from 1-10, 10 being the highest mark.

TITLE Basic Skills for the Adult Learner—Something New, Something Fun! S-47

CONTACT Edith V. Poe 341-2980, ext. 711
Assistant Professor of Reading
Central State University
Edmond, Oklahoma 73034

OBJECTIVES

1) Demonstrate the ability to make basic math skills interesting and applicable for the adult learner.
2) Demonstrate the importance of understanding the need for a good self-image in the adult learner.
3) Demonstrate an understanding of basic spelling and writing skills.
4) Demonstrate an understanding of decoding and comprehension skills.
5) Be familiar with current trends at the state and national levels.
6) Exchange information about programs, problems and solutions.
7) Demonstrate an understanding of reasoning skills that are directly relevant to the adult learner.

DESCRIPTION

1) This was a workshop. The methods used in the different sections varied. Some groups used lecture and small group activities, while others used role playing and actual demonstrations of the activity the instructor desired the student to learn.
2) Each participant received copies of all materials used in the workshop; it was planned so that the activities could be applied in the classes.

FUNDING

$19,112 June 23, 1980 - June 27, 1980

TARGET AUDIENCE

Classroom Teachers; Counselors; and Paraprofessionals

EVALUATION

A testing instrument was not used in the workshop. The actual evaluation of the teaching methods and materials should be made when or if these teachers apply the techniques learned in the workshop.

A decided effort was made by all of the instructors to get the teachers to work toward individualizing all instruction. The teachers were urged to move away from workbooks unless the workbooks met specific needs. Even then, they were encouraged to use only parts pertinent to the individual student's needs.

TITLE Individualizing ABE Instructor for Special Needs S-48

CONTACT James Mitchell (405) 924-0121, ext. 221
Professor
Southeastern Oklahoma State University
Durant, Oklahoma 74701

OBJECTIVES

1) Improve awareness of individual abilities and limitations.
2) Improve awareness and appreciation of the limitless potential of the human spirit and determination.
3) Develop instructional techniques, methods, and materials that compensate for student learning handicaps.
4) Improve ability to establish rapport with students who have special differences.
5) Develop techniques to help students learn to organize information.
6) Improve techniques to help students develop strategies for problem-solving.
7) Develop strategies for coping with stress.

FUNDING

$25,080 April 1, 1981 - October 8, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; and Counselors

EVALUATION

Participants complete daily evaluation forms on the day's activities. They also complete a form evaluating the total week's activities.

The staff completes an evaluation form on the workshop. The forms are tabulated, analyzed and disseminated.

TITLE Region X Adult Education Consortium Program
for Alaska, Idaho, Oregon, Washington

S-49

CONTACT Calvin M. Watness (503) 248-6800
Director
Northwest Regional Educational Laboratory
Portland, Oregon 97204

OBJECTIVES

The major objectives of the ABE Consortium Project were:

1) Conduct three nine-member Consortium Board Meetings during 1980-81.
2) Write and publish three issues of XCHANGE (newsletter) and 10 issues of HOTLINE (upcoming monthly workshops).
3) Development of a management information data base for ABE federal reports.
4) Conduct four-state evaluation/site review visits to 10 schools.

DESCRIPTION

1) The nine-member board consisting of the four state directors of adult education, four university professors of adult education and one department staff member developed the work plan for the 1980-81 year. The board employed a half-time director and a full-time administrative assistant.
2) The staff carried out the work plan as outlined in the major objectives. All activities are being completed by June 30, 1981. Staff development projects were implemented by each of the four states and their staff development coordinators. The project conducted the first regional ABE conference in Portland, Oregon. A total of 600 people attended the three-day conference.

FUNDING

$90,967 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

EVALUATION

The Consortium Board and administrators of the NWREL evaluated each of the projects at the quarterly board meetings. Reports were given by the director or chairman of the various committees.

The evaluation/site visits of 10 schools resulted in changes at the host schools and at the visiting team members' schools. A Self-Evaluation Document and the Team Evaluation Document gives an indication of the scope of the evaluation/site visits at the ten schools.

TITLE ABE-Spring In-service Workshop S-50

CONTACT Ronald Fronzaglia (814) 455-8004
Supervisor
School District of the City of Erie, Pennsylvania
Erie, Pennsylvania 16502

OBJECTIVES

To provide in-service training to ABE, GED, and ESL personnel of the Erie School District, the Dr. Gertrude A. Barber Center, the Millcreek School District and the Penncrest School District with emphasis on: a) recruitment and retention; b) counseling the youthful adult learner; and c) reaching the ESL illiterate.

DESCRIPTION

1) Program personnal from the above listed agencies will participate in a one-day spring in-service workshop. The workshop will be held at the Erie School District's Adult Educational Learning Center which is located at Columbus School, 652 West 17th Street in Erie.
2) A combination of group tasks and workshop presentations will be utilized to reach the workshop objectives. It is anticipated that approximately 40 ABE, GED and ESL teachers, aides, counselors and administrators will participate in the workshop.

FUNDING

$2,532 April 25, 1981 (One-day ABE Workshop)

TARGET AUDIENCE

Classroom Teachers; Administrators (Program Administrators); Counselors; Volunteers; and Paraprofessionals

EVALUATION

Each workshop participant will be asked to evaluate the overall effectiveness of the workshop in relation to his/her expectations and job position relativity. The evaluations will be made part of the project's final report to be completed in May and submitted to the State Office of Adult Education and Training Programs of the Pennsylvania Department of Education in Harrisburg.

TITLE Special Consultants for Fall Workshops S-51

CONTACT Ethel K. Matthews (717) 545-3407
Project Coordinator
Pennsylvania Association for Adult
and Continuing Education--PAACE
Harrisburg, Pennsylvania 17109

OBJECTIVES

1) Identify consultants and arrange for presentations at each of PDE-sponsored fall in-service workshops.
2) Coordinate these presentations with workshop leaders.
3) Provide fiscal management for all fees and expenses for the consultants.

DESCRIPTION

PAACE identified through its member adult educators two outstanding consultants on a) adult developmental stages, and b) adult learners--learning styles, and made all arrangements for the consultants to make appropriate in-service presentations at four workshops in separate regions of the state.

FUNDING

$5,546 July 1, 1980 - December 31, 1980

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Programs); Counselors; Volunteers; and Paraprofessionals

EVALUATION

Evaluation of workshop activities was done by evaluation survey forms completed by workshop participants. Evaluation of project management was done by consultants.

TITLE Staff Development for Parenting Project S-52

CONTACT Matthew C. Knowles (215) 351-7018
Director
Division of Adult Education
School District of Philadelphia
Philadelphia, Pennsylvania 19157

OBJECTIVES

1) To instruct project personnel in effective interviewing techniques.
2) To instruct project personnel in methods of problem intervention.
3) To provide evaluation of staff members present skills.
4) To provide an opportunity to learn and practice new skills in interviewing and problem intervention.

DESCRIPTION

The staff development session will include the following methods: lecture, role-playing, closed-circuit television, and group evaluation.

FUNDING

$741 April 1, 1981 - May 31, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Supervisor of Social Services); Paraprofessionals; and Social Workers

EVALUATION

Evaluated by participant questionnaire and was shown by a greater retension of students.

TITLE ABE/GED Visits the Afro-American Museum S-53

CONTACT Matthew C. Knowles (215) 351-7018
Director
Division of Adult Education
School District of Philadelphia
Philadelphia, Pennsylvania 19147

OBJECTIVES

The objectives of the workshop are to offer an opportunity to the ABE and GED teachers of our program to visit the Afro-American Historical and Cultural Museum to become aware of this historical knowledge, to show how this information can be utilized in the classroom so that our Black students achieve a sense of pride in their heritage.

DESCRIPTION

Each participant will attend a typical session led by the museum teacher. At the conclusion of the class, the leader will explain activities that can be used in the classroom to help motivate students in this area of study. A tour of the museum will follow.

FUNDING

$4,191 April 1, 1981 - May 31, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Supervisors/Directors); Counselors; and Paraprofessionals

EVALUATION

An evaluation form will be distributed at the end of the session which will measure the effectiveness of the session as related to our objectives. Follow-up class visitations will be conducted by the supervisory staff to view how this information is being utilized in the classroom.

TITLE Secondary Adult Program S-54

CONTACT Yvonne J. Jones (215) 299-7776
Supervisor
Philadelphia School District
Adult Education Division
Philadelphia, Pennsylvania 19103

OBJECTIVES

1) To provide training for teachers in the Individualized Language Arts program (ILA).
2) To collect as much descriptive information about the Secondary Adult Program as possible via teacher meetings.

DESCRIPTION

The approach used for Objective One was a Saturday workshop format which included input, theory, practical applications and feedback. Also, follow-up in the classroom was utilized. The approach for Objective Two was to conduct two after-school cross-site workshops for teacher, counselor and administrator participants in the program to review learnings and the impact of the program.

FUNDING

$3,865 May 1, 1981 - June 8, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black/Women); Older Adults; Educational Level (Working on High School Diploma); Urban Residents; Classroom Teachers; Administrators (Principals/Coordinators); and Volunteers

PRODUCT

A descriptive report is being developed and will be available after June 22, 1981 from the Affective Education Program, Philadelphia School System.

EVALUATION

Evaluation results will be included in the descriptive report. Each workshop in the ILA training concluded with a sheet for participants to evaluate the training.

TITLE Adult Education Personnel Training

CONTACT Dr. Lillian Ramos (809) 844-3518
Professor
Catholic University of Puerto Rico
Ponce, Puerto Rico 00732

OBJECTIVES

1) Involve both adult education personnel and adult learners in the planning of a program that will better serve the needs of adults.
2) Implement a training program to provide opportunities for the special personnel and professional preparation of those who will or are working with adults.
3) Assist adult education personnel to develop their own understanding of, and ability to cope with the culture, lifestyle and mores of the adults they serve, as well as the value systems implicit in our culture.

DESCRIPTION

1) Training consisted of two days per week, six hours daily. Strategies utilized included lectures, discussion groups (panels, symposiums, debates, etc.), demonstrations, tutoring and performance. In addition there were clinics, field visits, interaction laboratory and workshops. Training areas included needs assessment (six weeks), interaction laboratory (six weeks), educational and enrichment programs, worthy use of leisure time, community services, outreach programs, aging, volunteer and paid employment, family changes and an evaluation and personal development component.
2) Innovative methods and practices included: learning center, educational technology center, off-campus and on-campus work, inter-institutional cooperation, independent study, community involvement, needs assessment component, clinics, interaction laboratory, and team teaching.

FUNDING

$62,419 February 1980 - December 1980

TARGET AUDIENCE

Classroom Teachers and Administrators

EVALUATION

Evaluation techniques utilized were observation, questionnaires, interviews, document and reports analysis, and rating scales. All project objectives were measured by means of a rating scale to determine if objectives were achieved and to what extent.

TITLE Support for Staff Development in Adult Education S-56

CONTACT Dr. Robert Fellenz (713) 845-6816
Associate Professor
College of Education, Texas A&M University
Interdisciplinary Education, Texas A&M
College Station, Texas 77843

OBJECTIVES

1) Develop a structured training plan for mid-management ABE personnel.
2) Identify training priorities, resources, and suitable methodologies for such training.
3) Plan and conduct training for mid-management personnel throughout the year.
4) Design student follow-up study; plan and develop instrument; conduct interviews; and analyze and report findings.

DESCRIPTION

1) Student follow-up and assessment of the relationship between student success factors and educational experiences is being pursued through interviews of students--former, current, and potential. Adult education leaders throughout the state were surveyed to determine the factors that should be considered as indicators of student success. These factors were incorporated into an interview schedule which seeks to determine to what degree and in what manner individuals developed these success traits and especially to what degree their development can be related to certain characteristics of their ABE experience.
2) Training for supervisory/mid-management personnel is being conducted through a variety of delivery vehicles. These range from individual training through one-day workshops to the equivalent of three hour graduate courses. Prior to the conducting of such training an analysis of the tasks performed by mid-management personnel together with their perceived training needs was conducted.

FUNDING

$57,114 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Administrators (Mid-management) and Counselors

PRODUCT

It is intended that by the end of the project year, a complete system for the training of mid-management personnel in ABE can be suggested to state leaders. An "Observation Guide" to assist supervisors in the task of observation of teachers has been developed and disseminated throughout the state. This guide is linked to the teacher competency list developed previously. Reports on learner success as assessed through the follow-up study and on the training of mid-management personnel will be developed by the end of the project year. It has been a policy of this project to make all such products available to other professional adult educators on a cost basis.

EVALUATION

Three representatives of Adult Basic Education from the state of Texas will be selected as external evaluators. Approval of these individuals will be sought from the Division of Adult Programs, Texas Education Agency.

TITLE Adult Reading Phase II:
Training, Dissemination, and Research

CONTACT Bonnie Longnion (512) 245-2575
Project Director
Southwest Texas State University
San Marcos, Texas 78666

OBJECTIVES

1) Validate past year's project training model.
2) Train teachers and disseminate information and ideas throughout the state by means of cooperative, regional, and Southwest Texas State University workshops.
3) Conduct a research study that examines the reading strategies of the ABE reader and report the results in terms of implications for teaching reading to the ABE student.
4) Produce a handbook that addresses the following topics: nature of the adult reader, nature of the reading process, assessment strategies, remediation strategies, list of materials, staff development in reading, teacher activities that work in ABE and GED classrooms, and resource lists.

DESCRIPTION

Southwest Texas State University has attempted to train teachers and teacher trainers in the areas of reading instruction for all levels of adult readers. The project has also disseminated information and resources throughout the state. In addition, a research study has been conducted with 30 ABE students. Several delivery systems have been used for the training and dissemination: 20 workshop presentations throughout the state, an individualized training model, two graduate reading workshop courses, and the development of "A Handbook for Teaching Reading to the Adult." All objectives are complete except the handbook which will be complete in June.

FUNDING

$39,044 August 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Students needing reading instruction, especially the low-level ABE reader and non-reader); Classroom Teachers; Administrators; and Volunteers

PRODUCT

The handbook will address the following topics: nature of the adult reader, nature of the reading process, assessment strategies, remediation strategies, list of materials, staff development in reading, teacher activities that work in the ABE, CABE, and GED classrooms, and resource lists. This handbook will be helpful to all adult education teachers, for it provides a theoretical view of reading and practical suggestions for teaching reading at all levels. The handbook will be available June 30, 1981 from Bonnie Langnion, Director, Adult Reading Project, Education Department, Southwest Texas State University, San Marcos, Texas 78666. Cost is undetermined at this time.

EVALUATION

Methods of evaluation currently being employed to assess the project objectives are: written evaluation forms of workshop content and consultants; "expert" ratings of handbook; written course evaluations; and advisory committee evaluations—formative and summative.

TITLE Project Sail S-58

CONTACT Dr. Bruce Anderson (804) 440-3288
Project Director
ODU
Norfolk, Virginia 23508

OBJECTIVES

The format and content of this intensive institute (Project S.A.I.L.) approach to ABE staff development will result in

1) A more standardized, comprehensive program for all ABE personnel.
2) The understanding, internalization and skills acquirement relative to the recent 310 projects - adult characteristics, teaching techniques and curriculum development.
3) A more cost-effective approach to ABE staff development.

DESCRIPTION

Innovative methods to be tested:

1) Planning, organization, implementation and evaluation of a comprehensive summer week-long institute devoted to ABE staff development (for all ABE personnel).
2) Awarding of course credits (2) for successful participant completion of the institute.
3) Allowing of ample time for participant dialogue and application of institute programmatic content for "back home situations".

FUNDING

$45,000 July 1, 1980 - June 30, 1981 (a continuing project)

TARGET AUDIENCE

Classroom Teachers, Administrators, Counselors and Paraprofessionals

PRODUCT

Conference Proceedings

EVALUATION

Conference evaluation at conclusion

TITLE ABE Curriculum Development S-59

CONTACT Dr. Ron Sherron (804) 257-1332
Project Coordinator
VCU
Richmond, Virginia 23284

OBJECTIVES

Development of Curriculum Development and Staff Development materials for use in local and state-wide pre- and in-service training of ABE teachers.

DESCRIPTION

Independent Staff Development Modules.

FUNDING

$40,454 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers, Volunteers and Paraprofessionals

PRODUCT

Independent Modules - Slide/filmstrip with audio tapes and users guide.

EVALUATION

Field tested at 1981 Summer Dissemination Conference and Delivery System through state to LEAS

TUTORING

TITLE Citizenship Training Project T-1

CONTACT Judy Buffington (303) 245-1788
Adult Basic Education/Project Coordinator
Mesa County Valley School District No. 51
Adult Basic Education Project
Grand Junction, Colorado 81501

OBJECTIVES

1) A Citizenship Training Project (CTP) will be established in Mesa County in conjunction with School District No. 51's ABE project. The CTP will be advertised and publicized throughout the news media.
2) The CTP staff will participate in pre-service and in-service staff development meetings.
3) The CTP will provide instruction in literacy skills, American government, history, and geography for a 10-month period to approximately 100 adult students who are in the process of preparing for naturalization as citizens of the United States. Instruction will be provided in classrooms and learning centers located in Grand Junction area public schools. Upon completion of the program, 90% of those tested will meet the naturalization requirements and become citizens of the United States.
4) The CTP will provide enrichment activities to the students in the instructional program. These activities will extend the students' awareness of civic responsibility and enable him to more actively participate in community activities.

DESCRIPTION

1) a) Public service announcements on four local radio stations; b) news stories in Daily Sentinel; c) brochures distributed throughout the community; and d) news items in ABE newsletter.
2) a) Pre-service training (orientation) conducted with ABE staff; b) in-service training sessions conducted by AERC staff; c) attend CDE-sponsored workshop in appropriate subject area; and d) program visits to other citizenship training programs.
3) Classes were held in the instructor's home using multi-level instruction in literacy skills, American government, history and geography.
4) a) Use of newspaper items, common application forms, and schedules of radio and TV shows dealing with current events or citizenship responsiblities were used as part of regular lessons; b) dramatization (i.e., voting process); c) class trips (i.e., courthouse); d) audio-visual aids; e) informal social activities; and f) other activities to be planned and presented by the Daughters of the American Revolution. Materials: Our Constitution & Government--advanced and simplified, including charts; Becoming a Citizen Series; English, Home & Community Life, English & Federal Goverment, and English & State Government.

FUNDING

$1,720 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults; Rural Residents; Urban Residents; Immigrants; and Adults with Limited English Language Skills

EVALUATION

1) The evaluation of the foregoing activities and objectives will be recorded as each is accomplished. There is a quantitative listing for each area and the success or failure of each will be recorded in the final report.
2) Records of participation, reports at staff meetings on new ideas and techniques. Completion of a self-evaluation and indication of activities that will result in the meeting of needs (measured).
3) Evaluation of the program will be by evaluation of individual attainment of goals. Records will be kept of dates and manner in which goals are met (measured).
4) Appraisal by the teacher who will note and rate the effectiveness of techniques used.

TITLE Right-to-Read Information Center T-2

CONTACT Don Bouchard (207) 797-7127
Director
Literacy Volunteers of Maine
P.O. Box 8609
Portland, Maine 04101

OBJECTIVES

To provide information and referral services to:

1) Adults and out-of-school youth seeking developmental reading instruction.
2) Citizens interested in being trained as volunteers to tutor other adults in basic reading or English as a Second Language.

DESCRIPTION

1) Public service announcements are aired periodically over television and radio statewide promoting services and volunteerism.
2) Brochures are distributed about the information center statewide and a referral network operates with several other human services agencies.
3) A speaker's bureau helps to educate community groups about adult illiteracy and promote support.

FUNDING

$3,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-8)

TITLE Literacy Volunteers of Maine, Inc. T-3

CONTACT Don Bouchard (207) 797-7127
Director
Literacy Volunteers of Maine
P.O. Box 8609
Portland, Maine 04101

OBJECTIVES

1) To train volunteers at grassroots level to provide one-to-one instruction in basic reading or English as a Second Language.
2) To recruit adults and out-of-school youth who need basic literacy instruction or ESL.

FUNDING

$21,533 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-4)

EVALUATION

Number of participants recruited to program and either giving or receiving services.

TITLE Adult Basic Education Program T-4

CONTACT John Paul MacDuffie
Project Director
Lincoln County Coastal Economic Development
P.O. Box 122
Bath, Maine 04530

OBJECTIVES

1) To deliver an Adult Basic Education program on a regional basis throughout Lincoln county in which four school districts and a CAP agency share administrative and programmatic functions; and in which other area organizations who provide education and human services participate actively on an advisory council and by offering ABE level courses.
2) To establish a network of volunteers to deliver basic education and life skills tutoring to educationally/economically disadvantaged adults throughout Lincoln county.
3) To offer to 80 to 100 economically/educationally disadvantaged residents of Lincoln county the opportunity to receive home tutoring or small groups instruction in basic literacy, arithmetic an life skills using volunteer tutors, paid staff, and courses provided by cooperating organizations.
4) To define and refine model for replicating regional ABE activities in which program management and delivery are shared by LEAs and other organizations. To disseminate this through a "Handbook" compiled by the program director discussing the LCR-ABE's successes and failures.

DESCRIPTION

1) Tutoring is provided for students at their home or at a nearby community building. At the current time, most of this tutoring is on a one-to-one basis. It is free and confidential. As of this report, we have one full-time tutor, one half-time tutor, a part-time project coordinator and a part-time director.
2) The language experience approach is the primary instructional method for basic reading students. During the past six months, the ABE program has gathered a considerable number and variety of instructional materials specially designed for adults. We use the Laubach Reading Series, the Steck Vaughn, Jamestown and other series of adult materials. Tutors choose materials, with the advice of the coordinator, geared to the special needs and goals of each student, and design special materials with the student when appropriate.
3) For staff development, tutors received the Literacy Volunteer Training, the University of Southern Maine Reading Academy workshop, and weekly consultation sessions with the project coordinator.
4) The critical feature of the ABE program's outreach and recruitment efforts are its cooperative arrangement with the consortium and its affiliation with CED. Consortium members have publicized the program by posters, and making announcements in night classes at the high school. Through their contacts, the adult education directors have been able to refer many potential students to the program.

FUNDING

$14,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Below 8th Grade Reading Level); Rural Residents; and Adults with Limited English Language Skills

EVALUATION

The evaluation process for students, staff and program consists of ongoing informal evaluations and periodic thorough formal evaluations. Tutors discuss the results of each lesson with the students before leaving and record them on a lesson plan form. Upon completion of goals, termination, or at regular intervals, the tutor carries out a written evaluation including testing results and comments to mark progress and goes over this with the student.

For the formal testing of students, the Mitzel is used as a screening device for reading students. According to the results of this test, either the Literacy Volunteers READ or the TABE M or D (Reading) are used to obtain detailed information. For math students, the Wide Range Achievement Test is used as a screener. TABE M or TABE D (Math) is subsequently administered. For GED students, the Official GED practice test is administered.

TITLE An Innovative Literacy Program T-5

CONTACT Norris L. Williams (601) 868-1172
Supervisor, Adult/Continuing Education
Gulfport Municipal Separate School District
Gulfport, Mississippi 39501

OBJECTIVES

1) Provide the opportunity for illiterate and functionally illiterate adults between zero and third grade level to learn how to read.
2) Recruit adult illitereates between zero and third grade level to enlist in Gulfport's ALC (Adult Learning Center).
3) Recruit volunteer tutors who will teach another adult to read.
4) Keep volunteer tutors whom we have recruited and trained to remain in the program so that we can accomplish the first objective of teaching adults to read and write.

DESCRIPTION

1) We will accomplish the first objective by using as our primary source of curriculum the Laubach method of training one, teach one.
2) We will accomplish the second objective of recruiting illiterate students by utilizing the following methods: word of mouth, monitor school drop-out files, speak before local civic and social clubs, government agencies and media personnel will be asked to help recruit, colorful posters, fliers, TV and radio sports, businesses and industry will be asked to help, and four times each year advertise in the local newspaper.
2) We will accomplish the third objective of recruiting volunteer tutors because many people are willing to volunteer when they learn of a need, especially teaching non-reading adults to read. Teachers, counselors, and administrators will be encouraged to help. Local libraries, government agencies, businesses and industry will be called on for volunteer tutors.
4) We will accomplish the fourth objective by keeping each tutor interested and enthusiastic about their volunteer work as a tutor teaching non-reading adults to read.

FUNDING

$5,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-3 Grade Level)

EVALUATION

1) Students will be evaluated initially to determine grade level. They will be evaluated again at the end of Book 1, at the end of Book 2, and at the end of Book 3. Since this is a reading program, much of the evaluation will be in the form of oral work, but some will be written. Periodic evaluation is an integral part of the Laubach curriculum program. After the successful completion of Book 3, students will be referred to the ABE/GED Computer Program, and we will make every effort to keep ALC students in the ABE program.

EVALUATION (continued)

2) Tutors must successfully complete the workshop before they are allowed to teach in the program. The coordinator will be in a position to monitor the tutor/student relationships and the progress of each student. Should a problem be indicated, the Director of Community Education will be consulted, and a decision will be made as to using a different tutor, different material, or counseling to effect a remedy.
3) In-service workshops will be held for tutors every three months, and additional materials and helps will be provided them so they can continue to improve their reading.

TITLE Lower Grafton County Adult Tutorial Program T-6

CONTACT Nancy Robinson (603) 448-4553
Coordinator, ATP
Project LISTEN, Inc.
Lebanon, New Hampshire 03766

OBJECTIVES

1) Identify adults with low level reading and math skills in area.
2) Identify adults willing to work as volunteers one-to-one with undereducated adults.
3) Train volunteer tutors.
4) Maintain administrative support to tutors and students.

DESCRIPTION

1) The project is patterned after 11 similar projects operated within New Hampshire. A half-time coordinator works with approximately 80 students and 65 tutors each year.
2) By moving the project from a school district to a non-profit organization operating a number of programs for low-income people we have been able to provide educational services to those persons most in need in this geographic area.

FUNDING

$9,346 Ending June 30, 1981

TARGET AUDIENCE

Undereducated adults residing in lower Grafton county.

PRODUCT

Reports on the statewide impact of all 12 Adult Tutorial Programs in New Hampshire (1400 students, 800 tutors) are available at no cost from the Office of Adult Basic Education, New Hampshire Department of Education, 64 North Main Street, Concord, New Hampshire 03301.

EVALUATION

Project is evaluated by the state Adult Basic Education Office and the Project LISTEN executive director.

TITLE Nashua Area Adult Tutorial Program

CONTACT Dorothy Oliver (603) 882-9080
Director
Nashua Adult Learning Center, Inc.
Nashua, New Hampshire 03060

OBJECTIVES

The Nashua Area Adult Tutorial Program will achieve the following goals:

1) Student goals—enroll 10 least-educated students; 10 students with less than eight years of schooling; 10 non-completers of high school; five teenage school dropouts; 10 ESL students; and five older adults. Special effort will be made to recruit and provide service to undereducated adults in Nashua and surrounding towns by use of posters, newspapers, radio, newsletters, and mailings to local industries and agencies.
2) Tutor goals—coordinate existing volunteers and recruit 30 more, retaining 20 in the program each month and recruitment of volunteers will be accomplished by service organization contacts, newspaper announcements of training sessions, and mailings to colleges, churches, and schools.

DESCRIPTION

1) Students were recruited by the methods described above and from the student body of the Adult Learning Center. All those needing individualized instruction were matched with a tutor. The tutors volunteered in response to media publicity, posters, and personal contacts by the coordinator.
2) Tutor meetings were held throughout the year and training sessions in reading and ESL instruction were presented on a regular basis. Appropriate materials were ordered and supplied to the tutors.
3) The coordinator made personal contact will all students and tutors and matched them according to desired instruction, personality, time available, and geographic location. Ongoing support was given to matched teams.

FUNDING

$6,562 Ends June 30, 1981

TARGET AUDIENCE

Undereducated adults and non-English speakers in Nashua and surrounding towns.

EVALUATION

All objectives were met and exceeded. 101 students were recruited and matched with 74 tutors who were trained, supplied with instructional materials, and given ongoing support. The effectiveness of the NALC (Nashua Adult Learning Center) was enhanced because volunteer tutors made individualized instruction possible. Student academic gains were increased by the one-to-one teaching situation. Students not previously served because of personal, social, or geographical reasons or time availability were reached by the Adult Tutorial Program. And, finally, the community at large became aware of adult educational needs.

TITLE FIST II (Functional In-Service Training) T-8

CONTACT Debra Slatkin (201) 249-7987
Coordinator
Division of Community Education
Middlesex County College
New Brunswick, New Jersey 08901

OBJECTIVES

1) To assist local adult education programs in providing literacy services to designated communities.
2) To test and refine systems and procedures developed under FIST I.
3) To develop viable mechanism for continuous supervision of tutors within the cooperating agencies.

DESCRIPTION

Three community, adult schools served as cooperating agencies in organizing volunteer adult literacy programs. FIST-trained community aides were at each site to supervise program from recruitment through instruction. Volunteers were recruited and trained, students were interviewed, assessed and matched with tutors, aides followed up on tutoring pair. Monthly tutor meetings were held. FIST staff attended and offered workshops on adult literacy techniques and administration for professionals in adult education. Staff and evaluator will collect data and write report for validating FIST products under Title IVC.

FUNDING

$55,700 September 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-5); Volunteers; and Paraprofessionals

PRODUCT

1) An Administrators' Handbook will be drafted containing questions and answers on implementing and running an effective adult literacy program using volunteers.
2) A Trainers' Guide will be developed to accompany Tutor Workshop Curriculum and Tutor Worktext.
3) A Worktext for Tutors has been printed to accompany Tutor-Training Workshops developed by FIST. Data collection and reporting forms were developed to assist in project supervision. These products combined with products above (Items 1 and 2) will be available through the Division of Community Education; Middlesex County College, Edison, New Jersey 08818. The State Bureau of Adult, Continuing, Community Education and the Adult Education Resource Centers will have copies available.

EVALUATION

A third party independent evaluator will write statistical report based on the following data collected: a) student preand post-test scores (Woodcock Reading Master Test); b) tutor pre and post-test scores (FIST-designed test); c) tutor questionnaires following workshops; d) tutor observations of student progress at different intervals; and e) retention of tutors and students in program.

TITLE Dover-Dillsburg Literacy Center T-9

CONTACT Carolyn L'Amoreaux (7170 854-6674
Coordinator
York County Literacy Council
York, Pennsylvania 17403

OBJECTIVES

1) To develop a delivery system of the council's literacy program to the sparsely populated rural area by setting up a local literacy center, coordinated by the council's central office.
2) To stimulate more rural participation by recruiting and training not less than 20 tutors, and matching them with 20 students from the target area.
3) To produce a "how-to" manual to aid other basic skills programs to establish their own centers as delivery system in sparsely populated rural areas.

DESCRIPTION

1) Hire local person to serve as local literacy center director, trained by central staff.
2) Contact active council tutors in area to serve as resource persons.
3) Search for center site (Dillsburg Library).
4) Locate neutral tutoring sites.
5) Public relations campaign—schools, churches, service organizations, businesses, radio and TV, open center on World Literacy Day, posters "Give the Gift of Literacy," flyers in doctors' offices, etc.
6) Advertise and hold two training workshops in target area.
7) Monitor student progress.
8) Hold in-service workshop for volunteer tutors.
9) Continuously purchase literacy materials to stock center and proposed new library in Dover.
10) Keep journal of activities and progress.
11) Mainstream tutors and students into central operations as center prepares to phase-out or refer students into other adult education programs.
12) Write "how-to" manual.
13) Evaluate project.

FUNDING

$9,600 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Adults, 0-5 Reading Level) and Rural Residents

PRODUCT

At the conclusion of the project, a "how-to" manual describing a step-by-step implementation of the project of developing a rural literacy center will be printed. It will be made available at the PAACE Mid-Winter Conference in Hershey, and through Project AdvancE at Stayer Research Center, Millersville State College, Millersville, Pennsylvania 17551, or by writing to the council at 27 N. Queen Street, York, Pennsylvania 17403. The cost is yet to be determined.

EVALUATION

1) The principal factors which will enable or preclude the accomplishment of the project will be determined through a rating system which will evaluate the following areas: a) accessibility/communications; b) efficiency; c) materials; d) recordkeeping; e) referal/recruitment coordination; and f) tutor-training.
2) Devise three composite case studies to reflect tutor-student relationship and academic progress-as a subjective measure of accountability.
3) Complete records will be kept of number of local tutors trained and matched, number of local students screened, matched and tutored, student progress, number of total literacy tutoring hours in target area, number of students referred to other programs.
4) Written evaluations of performance of center director written by project coordinator on quarterly basis.

TITLE Mentor Training in the Lehigh Valley T-10

CONTACT Dr. Susan Schuehler (215) 861-1383
Dean, Continuing Studies
Moravian College
Bethlehem, Pennsylvania 18018

OBJECTIVES

The Mentor Training project will result in three objectives:

1) A corps of 150 educational mentors will be trained to support undereducated and handicapped adults as they explore further educational and job training.
2) Through follow-up contacts with local programs, the effectiveness of the mentors and new linkages will be measured by increased enrollments to determine the impact on participation and retention in Adult Basic Education programs in the Lehigh Valley.
3) A model program, replicable at low cost, will have been developed.

DESCRIPTION

The five one-day workshops were structured as follows: a) attitudinal survey completed by participants; b) introduction of Lehigh Valley Area Adult Basic Education Programs; c) sensitizing mentors to adults and their needs; d) panel-adult students from area programs discussed support and encouragement for the adult learner—how important is it to the student? and e) small group discussions (grouped by affiliation) on the use of self-scoring tests as proper tools for support, identifying elements of mentoring in your current job role, role-playing—the mentor situation (used video feedback for review and discussion were conducted by psychology faculty and intern psychology students; and f) end-of-day wrap-up included—how do you integrate the mentor role in regular responsibilities, when should you refer the adult learner to other support resources, how to cope with failure if your adult learner does not achieve, and how will you measure and evaluate your mentoring activities?

FUNDING

$13,780 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Administrators (Business, Industry and Social Agencies)and Management Level, Supervisory Level People who were responsible for evaluating others.

PRODUCT

The final report on the Mentor Training Project will be included in both a procedural description for presentating a replica of the training workshop and in copies of pertinent materials used in the workshops. The report will be available for other state educators to use as a resource guide for running their own mentor training workshops.

EVALUATION

1) Pre- and post-attitudinal survey forms were administered at the five mentoring workshops. At the follow-up workshop in April the effectiveness of the concepts presented and progress made in the use of various educational mentoring techniques will be discussed.
2) Two evaluators will be involved in individually contacting 25 percent of the trained mentors to obtain feedback, will participate in the follow-up workshops, and will submit a third part evaluation report based on interviews with mentors, the coordinator and workshop participants.
3) The final report will include statistical information on the distribution of brochures, registration and workshop attendance, and numbers of referrals to local ABE programs.

TITLE Chesterfield County Reading Campaign T-11

CONTACT Wilbert Motley (803) 623-2175
Coordinator-Adult Education
Chesterfield County School District Adult Education
Chesterfield, South Carolina 29709

OBJECTIVES

The objective of this project is to give all non-reading adults every possible opportunity to learn to read through an organized literacy campaign. This will involve the total community in helping to eradicate illiteracy in the county through an organized effort using the many different aspects of the community such as business, industry, schools, churches, and local and civic organizations. The input from the various organizations will be on a volunteer basis.

DESCRIPTION

The primary approach that is used in the implementation of this project is one of total community involvement. With the help of the Chesterfield County Literacy Council, all non-readers that seek help are paired with a volunteer tutor that is trained to teach reading. This teaching is done on a one-to-one basis. A task force composed of representatives from all segments of the community is organized to direct the resources available to meeting the needs of the undereducated adults.

FUNDING

$21,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Non-readers) and Rural Residents

PRODUCT

This project will produce a guide for involving a community in marshalling its resources to combat the problem of illiteracy. The guide will include an organizational plan, a management plan, sample letters, brochures, fliers, news releases, etc. that could be adapted to another area of the state.

EVALUATION

The Chesterfield County Reading Campaign will be evaluated in terms of the number of non-reading adults who are identified and the number of these persons who receive tutoring in reading. The goal is to give each person every possible opportunity to learn to read. Appropriate informal as well as formal testing materials will be used to determine the level of accomplishment of those persons tutored.

The degree of community involvement in the reading campaign will be measured in the following terms: a) the various segments of the community involved; b) the number of persons involved; c) the kinds and number of activities in which community persons are involved; and d) the degree to which a sampling of the community feels that the objectives of the campaign have been met.

TITLE Literacy Education for Adults Project (LEAP) T-12

CONTACT Joan E. Harris (803) 799-9155
Executive Director
South Carolina Literacy Association
Columbia, South Carolina 29201

OBJECTIVES

1) To recruit persons with 0-4 years of schooling, or who lack functional literacy skills from any agency providing human services to South Carolina citizens; to provide one-to-one volunteer tutoring services to those clients, as well as to students enrolled in ABE classes who would benefit from one-to-one tutoring, and to persons unable to enroll in regular adult education programs.
2) To assist the South Carolina Office of Adult Education, each participating school district, and literacy councils with organizing and conducting a registration of adult non-readers.
3) To recruit, equip and train volunteer tutors in the Laubach method of teaching basic literacy skills in any county in South Carolina which does not have a literacy council with resources for training volunteers.
4) To train and equip a cadre of tutor trainers, literacy and tutor trainers, ESOL, certified by the National Affiliation for Literacy Advance, to conduct Basic and ESOL workshops anywhere in South Carolina.
5) To train local literacy council volunteers in techniques of improving or expanding one-to-one tutoring services to non-readers and in techniques of managing and coordinating community-based volunteer tutoring programs with services of the district and state offices of adult education.

DESCRIPTION

1) Directors of state agencies providing human services will receive periodical updates of volunteer tutoring programs in the counties served by literacy councils. These updates will also be provided for the area or regional staff as well as the local programs. Students will use the Laubach Way to Reading and any other materials deemed appropriate.
2) SCLA staff and volunteers will serve on state and local committees and identify literacy personnel available to participate in the registration of adult non-readers; will seek to enlist volunteers from civic clubs, churches, and community groups to take an active role in a registration of adult non-readers.
3) SCLA will actively recruit and certify as tutors, volunteers who complete 10 or 12 hours of training in Basic Literacy Workshops approved by the National Affiliation for Literacy Advance.
4) Two Trainers' Workshops will be scheduled to assist potential Tutor Trainers-Literacy in meeting requirements for certification and to assist Apprenticing and Certified Trainers in learning to use training materials in the "Trainers Handbook" (1980).
5) Five-hour workshops to train the officers and leaders of each literacy council in recruitment, assessment, recordkeeping, publicity, volunteer management, linkage strategies, and scheduling of literacy programs will be held to train volunteers in counties where assistance is needed or requested.

FUNDING

$40,800 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (0-4 Years Schooling or Functional Illiterates) and Adults with Limited English Language Skills

PRODUCT

"A Simplified Tutor's Manual for Tutoring Adults with the Laubach Way to Reading Series" is designed to be used in training potential tutors who have limited educational background, but who are capable of tutoring fellow citizens, using Skills Books 1 and 2.

EVALUATION

Quarterly reports prepared by student-tutor coordinators shall be used to determine the number of persons being tutored by volunteers. Program effectiveness will also be determined by staff visits, tutor comments, council checklists, request for workshops, interviews with students, and informal evaluations by local adult education directors.

The number of students who complete the "Laubach Way to Reading" series (Skill Books 1-5) will be reported quarterly by the student-tutor coordinators.

SCLA will continue with the field test use of "Simplified Tutor's Manual" in training tutors who are themselves undereducated (have completed less than 9 years of schooling) but who are capable of teaching the basic skills presented in Skill Book 1 and 2 of the "Laubach Way to Reading" series.

TITLE Horry County Reading Crusade T-13

CONTACT Rosemary Quickel (803) 248-2206, ext. 255
Adult/Community Education Coordinator
The Horry County School District
Conway, South Carolina 29526

OBJECTIVES

The Horry County School District, Adult and Community Education Division, is continuing a literacy campaign initiated in the 1979-80 school year as a 310 Demonstration Project. The objectives of the continuation project are as follows: a) to continue community awareness and understanding of the literacy problem in the county; b) to continue to expand the corps of Laubach trained volunteer tutors; c) to maintain and expand the involvement of various segments of the community with special emphasis on greater coordination with human service agencies, more involvement of foreign-born persons, black community and rural population; and d) to continue the development of a model for replication in the state and nation.

DESCRIPTION

The methodology to be used in this project will include activities and strategies aimed toward community awareness of the continuing need to provide tutorial services to non-reading youth and adults. The awareness campaign will aim toward making a more literate community a high priority with key persons in all segments of the community. An ongoing media campaign will address the literacy and present volunteerism as part of the solution to the problem. Regularly scheduled tutor-training workshops will be conducted to prepare tutors who will be matched with those persons in need of tutoring in reading. A combined professional and volunteer staff will accept responsibility for carrying out activities appropriate to meet the stated objectives. The Laubach method will be used in tutoring non-reading youth and adults.

FUNDING

$25,321 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Non-reading Adults

PRODUCT

A plan for gaining community involvement in developing and implementing a community plan for improving the literacy level of the adult population is currently being used. All materials and practices used in community communication are included in a guide for conducting a literacy campaign. The materials include letters, agendas, news releases, brochures, display designs, etc.

EVALUATION

The continuation project will be evaluated by Dr. Jim Wise who has served as evaluator for the first and second years of the project. An evaluation plan with the minimum requirements necessary for validation is essential if the project is to be submitted to Joint Dissemination Panel for Review (JDPR) for consideration for the National Diffusion Network. Since this project is one of the pilots selected by the Office of Adult Education, U.S.E.D., an outside evaluator is essential. Dr. Wise will prepare a final Project Evaluation Plan (PEP) when and if the continuation project is approved for funding.

TITLE The Florence Area Reading Campaign T-14

CONTACT Dorothy R. Murphree (803) 665-7673
Adult and Community Education Director
Florence School District One
Florence, South Carolina 29501

OBJECTIVES

The major objective of this project is to offer all non-reading adults an opportunity to learn to read through an organized literacy effort. It would involve the recruitment and training of volunteers who would teach adults on a one-to-one basis. Recruitment of tutors and students would be accomplished through the cooperation of the entire community: churches, human service agencies, business, industry, schools, media, civic, social and service clubs. The project is an adaptation of the Reading Crusade Model developed by Horry County School District in 1979-80. It is geared to and coordinated with the South Carolina Reading Campaign.

DESCRIPTION

1) The campaign is a cooperative effort between the Florence Area Literacy Countil and the Adult and Community Education Program. These agencies work behind a task force which includes the following subcommittees: churches, business and industry, human service agencies, clubs and organizations, schools, and publicity. These subcommittees were comprised of community leaders in each of these areas and were responsible for the involvement of their constituencies in the campaign.
2) The co-sponsoring agencies provided 10-hour workshops to train volunteers in accordance with the standards of the National Affiliation for Literacy Advance in the use of The Streamlined English Series and/or the Laubach Way to Reading published by New Readers Press.

FUNDING

$24,460 July 1, 1980 - June 30, 1981 (Continuing Project)

TARGET AUDIENCE

Minority Ethnic Group (Black); Handicapped; Educational Level (0-4); and Adults with Limited English Language Skills

EVALUATION

The Florence Area Reading Campaign will be evaluated by the number of nonand low-level reading adults and youth identified and placed with a trained tutor. During the first year, 465 persons were assigned tutors. Another 355 were referred to other counties for assistance.

TITLE Spartanburg County Literacy Council T-15

CONTACT Beverly C. Campbell (803) 583-8141
Executive Director
Spartanburg AWARE, Inc.
Spartanburg, South Carolina 29304

OBJECTIVES

To offer all non-reading or limited reading adults in Spartanburg county the opportunity to improve or develop basic reading and writing skills.

DESCRIPTION

Utilizing volunteer tutors in the Laubach method, we will hold 12-hour training workshops for tutors and assigning them to work one-to-one with a student who registers voluntarily with the agency.

FUNDING

$21,000 August 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Below Grade 5) and Institutionalized (Correctional)

PRODUCT

PSA materials for TV and radio reach students, print media reach tutors.

AWARE is outlining a series of low-level, high-interest books: The Jane Gray Books for life-coping skills. These have a target release (beginning of series) in March 1981--cost is undetermined. Also, we plan to develop low-level pamphlets revised from government and social service brochures. There will be a newsletter on alternate months available at no cost. Brochures on local program: available on request at no cost.

EVALUATION

We use review sheets included in materials; measure success on student's reaching his own goal. Many students enter GED programs following Laubach/ AWARE program completion.

TITLE Home-Based Reading Program T-16

CONTACT Earnest Walker 397-3194
Project Director
Jefferson County Schools
Dandridge, Tennessee 37725

OBJECTIVES

1) To provide reading instruction that will increase the functional level of illiterate individuals.
2) To provide stimulation of self-confidence and encouragement to participate in opportunities for further education.

DESCRIPTION

Diagnostic testing, utilizing ABLE as a basis in the reading program. Through continuous evaluation, overseen by the master teacher, specific remediation will be prescribed as the client proceeds through the program.

FUNDING

$11,871 October 1, 1980 - June 30, 1981

TARGET AUDIENCE

Educational Level (Illiterate) and Rural Residents

EVALUATION

Evaluation of the success of this project will be determined by the following factors: a) increase in the reading score (2.0) and b) the number who enroll in the regular ABE classes upon completion of the home instruction.

WOMEN

TITLE Project OUTREACH W-1

CONTACT Dr. Roger Augspurger (402) 564-7132
Cluster Chairperson
Platte Campus of Central Technical Community College
Columbus, Nebraska 68601

OBJECTIVES

The purpose of this project is to design, develop and deliver an outreach program for non-traditional women students. These students are to be from rural areas previously unserved or only marginally served with opportunities to gain basic employment training skills. The project is intended to expand educational opportunities wherever possible with ABE and GED services and support.

DESCRIPTION

1) Identification of instruction content which will assist the rural non-traditional woman student to become more employable by a) gaining input from local advisory committee made up of representatives from business, industry, educators and prospective students; b) researching and evaluating available instructional materials; and c) revising or developing appropriate instructional materials in response to needs identified.
2) Field test materials developed in #1 above by a) identifying desirable locations and/or target groups for testing of materials; b) developing schedule for courses/instruction; c) developing or adopting evaluation instruments and criteria for assessing accomplishment of objectives; d) implementing promotion, recruiting and enrollment procedures; and e) conducting course(s).
3) Evaluation of project and dissemination of results by a) assessing participant reactions and b) constructing and distributing project report.

Intent of project is to develop mateials in a self-instructional packet that can be used with minimal teacher intervention and at the student's own rate.

FUNDING

$5,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Rural Resident and Women

PRODUCT

1) Through the project, an instructional packet of materials is being developed. The packet is individualized in mode, can be worked on by a student at her own pace with minimum intervention by an instructor. The packet contains objectives, learning activities, skills analyses worksheets, strengths exercises, communication exercises, worksheets for composing letters of application, resumes. Information is also included related to interview skills, job responsibilities, human relations, and balancing home and work life.
2) This packet of materials should make possible the provision of information for basic employment skills to women in areas where it is difficult or impossible for them to obtain this instruction in a traditional classroom mode or setting.

PRODUCT (continued)

3) Final report on the project, evaluation, results of field testing and materials developed should be available by June 30, 1981. Copies of the reported materials will be available at a minimum reproduction cost; somewhere in the range of $5-$10.

EVALUATION

1) An evaluation device constructed on a Likert scale with the option for open-ended comments will be used to measure the effectiveness and applicability of the materials with students who use them.
2) Two "field tests of materials." One with a group of female GED students who are working through a GED program in a town of approximately 17,000 population. These women are mostly employed on full or part-time basis, generally range in age from 30-55, all are working toward GED diploma in order to improve their employment status. The other, with a group of female GED students who are working through a GED program in a town of approximately 5,000 population. Mostly unemployed high school dropouts ranging in age from 17-30. Most do not have career or employment plans well defined.
3) Evaluations yet to be completed. We anticipate a variety of responses, but initial verbal feedback is positive. At least two students have used information from materials to gain employment.

TITLE Handbook for Women in Transition II--
Being a Positive Person

W-2

CONTACT Kathy Novak (215) 678-7447
President
K.N. Associates
Wyo-Hills, Pennsylvania 19610

OBJECTIVES

1) To survey Pennsylvania displaced homemaker programs to identify concepts and resource development approach most appropriate for meeting their needs.
2) To develop a handbook on the topic of being a positive person, including concepts and approaches identified in needs survey.
3) To field test the handbook with displaced homemakers.
4) To revise the field-tested handbook where appropriate and disseminate to displaced homemaker programs and AdvancE.

DESCRIPTION

1) Personal interviews were used to identify concepts appropriate for the design of the handbook.
2) Handbook was developed utilizing a series of suggested exercises geared to raising one's self-image.
3) A number of displaced homemakers/women in transition reviewed the contents of the handbook and critiqued it for clarity and usefulness. (Still in progress.)
4) Handbook will be distributed to displaced homemaker sites in Pennsylvania and to AdvancE.

FUNDING

$4,600 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Older Adults and Women

PRODUCT

A handbook consisting of a series of exercises geared to helping women in transition raise their self-image. Programs or centers that can benefit are any which serve women in transition/displaced homemakers. The handbook and final report will be available through AdvancE after June 1981.

EVALUATION

Internal evaluation was by self-evaluation progress reports submitted at mid-point and conclusion of project. External evaluation was made of the handbook by women in transition. A mid-point evaluation of an internal nature concluded that project was progressing according to project's proposed plan.

W-3

TITLE Meeting Women's Needs
Through Curriculum Linkage

CONTACT Suzanne Blanc (215) 426-8610
Community Education Coordinator
Lutheran Social Mission Society
Philadelphia, Pennsylvania 19125

OBJECTIVES

1) To establish a cooperative relationship between Lutheran Settlement House Women's Adult Basic Education Program and community organizations dealing with the needs of low income women.
2) To develop a curriculum packet describing resources and activities available to undereducated and low income women.
3) To increase the Kensington community's awareness of and referrals to the adult education program.
4) To increase Kensington ABE and GED student awareness of resources and involvement in community activities.

DESCRIPTION

The overall design of the project develops linkages between a community-based ABE/GED program and community groups to share information to facilitate the eduational process for low income women. The curriculum specialist met with representatives from community organizations, ABE and GED teachers, and ABE/GED alumni to identify needs of neighborhood women and resources available to them. Materials were collected and written on the basis of the themes identified in these interviews. One in-service training session for teachers and several mini-sessions were held to familiarize teachers with community resources and with the process of curriculum development. The sessions gave teachers and community representatives an opportunity to experiment with brainstorming, free writing, codifying themes, and other ways to encourage adult students to focus and analyze the concerns that they bring to the classroom. Materials written by students and teachers during the fall of 1980 have been included in the curriculum manual. Curriculum materials are in use at the Lutheran Settlement House progam and are currently being disseminated to other programs.

FUNDING

$5,000 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Women; and Unemployed

PRODUCT

"Women in the Community," available for $4.25 plus postage from the Lutheran Settlement House, 1340 Frankford Avenue, Philadelphia, Pennsylvania 19125; also filed with AdvancE, Pennsylvania's clearinghouse for adult education. A report on the process of developing linkages with community organizations to produce curriculum will also be filed with AdvancE.

EVALUATION

Use of reading materials in a pilot class and use of teaching methodologies at in-service training were the basis for deciding which readings and methods should be included in the manual and were the basis for revisions. Interviews by an outside evaluator will document the extent of linkages between the ABE/GED program and community organizations. Tests administered before and after use of the curriculum manual will measure increases in student awareness of resources. Students and teachers will also complete a consumer satisfaction questionnaire. Community awareness of the ABE/GED program will be measured in the fall of 1981 by surveying incoming students about how they found out about the program.

APPENDIX 1

CROSS INDEX OF PROJECT SUBJECTS INCLUDED UNDER OTHER CATAGORIES

SUBJECT — ALSO INCLUDED ON PAGES:

ADMINISTRATION: D-4; S-56.

ABE: APL-3, -4; CL-1, -4, -6; CB-3; COR-2, 5; E-2.

APL/LIFE SKILLS: ABE-1, -8, -13; AT-1, -3; COR-5; C-6; EMP-14; ESL-3, -14, -18, -23; H-8, -9; LD-1, -2, -3, -6, -9, -10, -11, -12, -13; T-4, -15.

ASSESSMENT/TESTING: CB-4; EMP-9; H-1, -6; LD-20; R-5; S-24.

COMMUNITY LINKAGE: AD-1; APL-14; COR-1; C-1; D-3; EMP-12; ESL-11; LD-7; -15, -17; O-3; R-5, -7; T-10, -11, -13, -14; W-3.

COMPETENCY-BASED ADULT EDUCATION: D-3; ESL-4, -17; H-1 thru 8, H-10 thru 13, H-15, -17; S-1, -11, -12, -23, -34.

COUNSELING: CL-8; EMP-4; ESL-8.

DISSEMINATION/ DIFFUSION: T-2.

EMPLOYABILITY: C-3, -7, -8; ESL-2, -9, -11; LD-8.

ESL/BILINGUAL: ABE-9; AT-2, -4; CL-3; D-5; EMP-1, -3; O-4; S-2, -8, -15, -41, -43; T-1, -3, -7, -12.

EVALUATION: S-23.

GED: APL-4; AT-5; CB-3; C-2; EMP-8; E-1; H-8; R-4; S-2, -15, -36.

LEARNING DISABLED: EMP-11; S-1, -9, -22, -23.

OLDER ADULTS: COR-5; EMP-2, -13.

RECRUITMENT: ABE-5.

STAFF DEVELOPMENT: ABE-3; APL-13; CL-13; COR-4; D-3, -6, -13; ESL-1, -13; LD-24; T-8.

TUTORING: LD-24; S-10.

APPENDIX 2

LIST OF PRODUCTS

PRODUCT	PAGE	FUNDING (thous.)
Directory AD	- 1	$ 43
Computer Manual	- 2	5
Computer Manual	- 3	4
Adult Reader-Folklore ABE	- 4	4
Recruitment Slides	- 5	70
Curriculum Kits	- 8	33
Curriculum-Level 1	- 9	6
Curriculum-Writing	- 11	15
Handbook - Rural	- 17	25
Handbook/Modules APL	- 1	13
Handbook	- 3	14
Resource & Curriculum Guides	- 4	12
Reading Program	- 5	7
Process Guide - TV	- 6	69
Process Manuals	- 7	9
Driver's Ed. Text	- 8	3
Curricula	- 11	24
Health Reader & Teacher's Guide	- 12	5
Video Tapes	- 16	13
Teacher Manual	- 17	104
Tests/Skill Items AT	- 1	153
Tests - ESL	- 2	-
Instruments/Materials	- 4	2
Prospectus/Report	- 5	$ 55
Instructional/Teachers Guides-ESL CL	- 3	5
Handbook	- 6	28
Director's Kit	- 8	26
Outreach Models	- 9	20
Orientation Package	- 10	18
Resource Guide	- 11	6
Curriculum Package CB	- 1	14
Modules	- 2	16
Competency Lists	- 3	12
Assessments	- 4	66
Handbook COR	- 1	8
Catalog	- 4	5
Teaching Guide	- 6	44
Rural Model C	- 2	7
Audio Tapes	- 6	10
Job Search Packet	- 7	15
Career Handbook	- 8	5
Newsletter D	- 1	53
Bibliography	- 5	37
ABE Handbook	- 6	5
Magazine, Teachers Guide	- 10	19
Catalog, Success Stories	- 11	90

PRODUCT	PAGE	FUNDING (thous.)
Audio Tapes EMP	1	$ 2
Filmstrips/Tapes	2	36
Voc. Interest Tapes	3	20
Instructional Packet	6	1
Instructional Packet	7	1
Guide ESL	1	24
VESL Monograph	2	48
Manual	3	38
Competency-Based Modules	4	16
Curriculum	5	5
Curriculum Guide	6	3
Reading & Math Materials	7	16
Resource Packs	8	98
Manuals	9	10
Handbook	10	38
Curriculum	11	26
Video Package	12	50
Instructional Resources	14	3
Mini-Curriculum	15	10
Video Programs	16	5
Guide & Workbook	17	17
Bibliography	18	20
Microcomputer Curriculum	19	15
Reader	20	29
Consumer Guide	23	5

PRODUCT	PAGE	FUNDING (thous.)
Outline and Bibliography	24	$ 16
Training Manual	25	31
Follow-up Study E	1	4
Forms	2	26
Standards for Assessment	5	25
Booklets GED	3	1
Curricula	4	7
Mini-lessons	5	3
Materials	6	5
Materials	8	29
Handbook H	1	34
Model	2	3
Curriculum/Tests	6	5
Curriculum	8	30
Handbook	9	2
Competency-Based System	11	90
Curriculum Packets	14	1
Comparative Report	15	7
Assessment System	17	95
Curriculum Guide LD	1	14
Reading Book	2	62
Manual	3	23
Guides	4	6

PRODUCT	PAGE	FUNDING (thous.)
Journal	5	$ 24
Guide	6	27
Manual	7	17
Materials	8	9
Learning Packs	9	7
Curriculum Handbook	10	12
Curriculum for Retarded	13	29
Curriculum	14	282
Curriculum	15	70
Manual for Deaf	16	26
Curriculum for Deaf	17	23
Activity Package	18	26
Guides-Retarded	20	12
Manual-Retarded LD	22	27
AV/Modules	23	27
Materials	24	8
Curriculum Guide O	1	13
Manual	4	15
Training Handbook	7	3
Guides	8	31
Handbook R	5	15
Linkage Directory	7	37

PRODUCT	PAGE	FUNDING (thous.)
Guide	8	$ 15
Handbook on Individualization S	7	1
Program and Curriclulum Guides	10	-
Correspondent Courses	12	46
Pre-service Manual/Evaluation Handbook	14	76
Handbook	16	56
Pre-service Model & Handbook	19	37
Curriculum	20	35
Life Skills Techniques and Materials	21	16
Ceremony Guide	22	45
Evaluation System	23	93
Directors' Handbook/Assessment Instrument	24	90
State Assessment	25	45
State Assessment	42	25
Handbook	44	37
Observation Guide	56	57
Handbook	57	39
Independent Modules	59	40
Impact Reports T	6	9

PRODUCT		PAGE	FUNDING (thous.)
Handbooks	-	8	$ 56
Rural Manual	-	9	10
Community Guide	-	11	21
Tutor's Manual	-	12	41
Life Skills Books	-	15	21
Materials for Women W	-	1	5
Handbook	-	2	5
Curriculum Packet	-	3	5